<u>THE CONSULTANT'S GUIDE TO</u>
<u>PROPOSAL WRITING</u>

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INTRODUCTION

Survey research suggests that more than 95% of all consultations require a proposal and that 70% of all consultations require that the proposal be submitted in writing. Despite this inescapable necessity to draft effective written proposals, in general, consultants are not highly regarded for their proposal writing skills. The reasons for this are quite clear:

First, consultants tend to approach proposal writing as a technical task, but proposal writing is as much-if not more-a marketing task as a technical one.

Second, consultants tend to be overly disclosive when providing prospective clients with procedural information. Too much or too detailed a level of information often serves to make the prospective client self-sufficient and no longer in need of the consultant's services.

Third, consultants have studied the art of proposal writing from the perspective of general proposal writing. The consultant's proposal is specialized and unique. Success here demands that the consultant master the proposal writing function from the unique perspective of the consulting proposal.

The Consultant's Guide To Proposal Writing is written specifically for consultants, solely on the subject of

the consulting proposal. Approached from a marketing standpoint, the book is designed to ensure that the consultant's finished proposal is not so specific and disclosive that the need for his services is obviated.

The Consultant's Guide To Proposal Writing is in a sense, an illustrated cookbook for the consultant who would benefit from a comprehensive, step-by-step approach to writing a proposal for consulting services. It lists all the ingredients in the consultant's written proposal. Next, it demonstrates the order in which to combine the component parts. The entire book consists of graphic representations of each step *you* must perform to construct a winning proposal. Each step is divided into sub-steps or tasks. Every task within each step is illustrated, then explained, in numbered sequence. The book also contains *strategies* to help you make viable decisions on whether to include or exclude optional sections of the proposal.

Detailed guidance is provided whenever technical proposal writing tasks are required. Such tasks as the development of functional flow diagrams, the construction of time-lines, budgeting, etc., are explained and instructions are provided. Technical consulting tasks not directly a part of the proposal, are not dealt with, however. If the consultation requires the design and

implementation of an audit evaluation or a client needs analysis, for example, you are advised to consult the extensive literature already available. The intent of this book is therefore, to explain the writing of the proposal, per se, not to delve into the myriad technical aspects and procedures which might be a part of the consultation.

Additionally, some instructions are in the form of questions—vital questions—for the proposal writer to consider and answer, where applicable. This division of instructions between declarative statements and questions should provide the consultant with a method of attaining feedback from himself on key sequences during the proposal writing process. This mixture of declarative instructions, questions and *strategies* should also present the information necessary to complete the proposal in the most expeditious manner. Finally, a sample proposal is enclosed, in the form of an Appendix, to give each consultant an example of a working document.

The Authors

Figure 1 THE PROPOSAL WRITING PROCESS

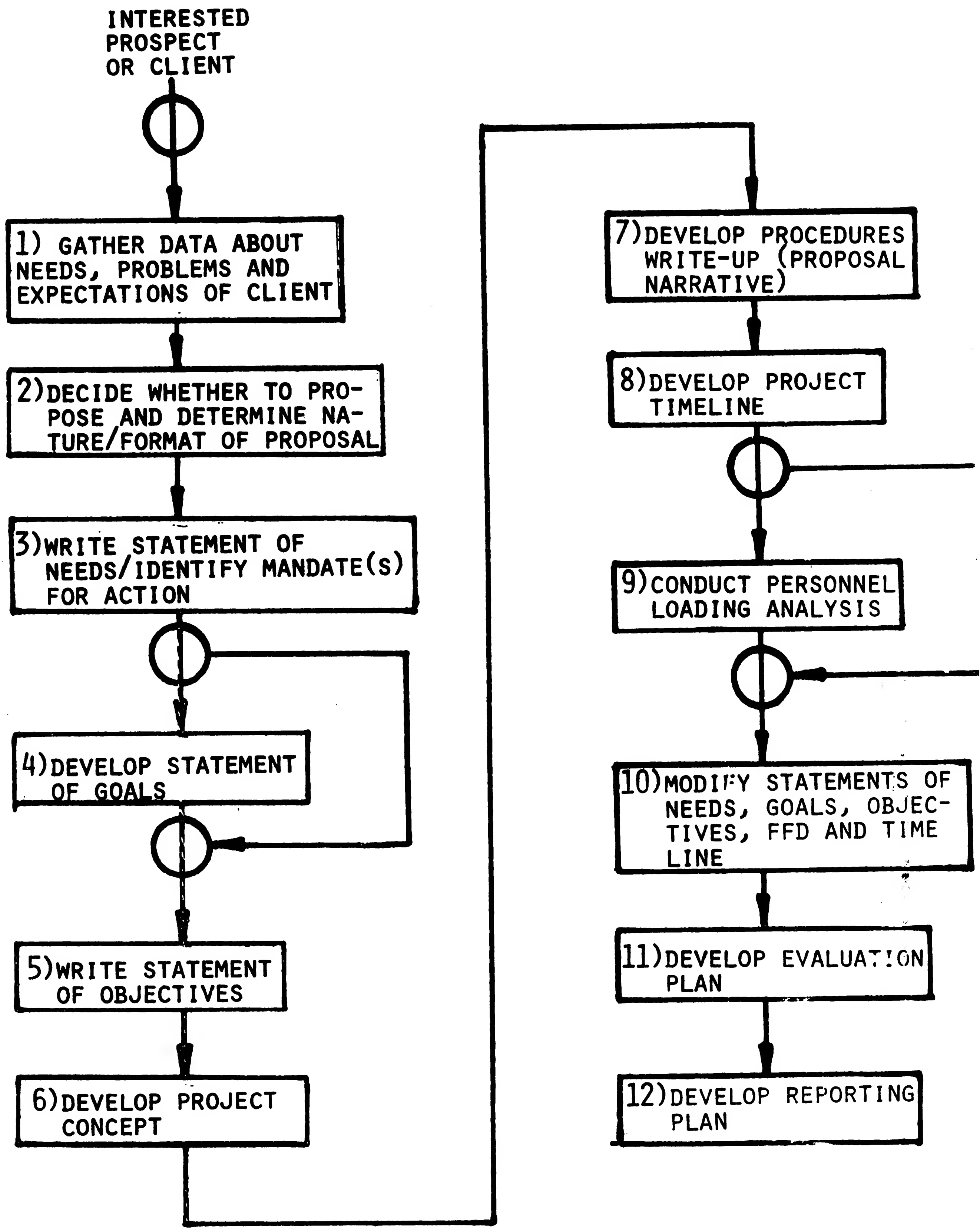
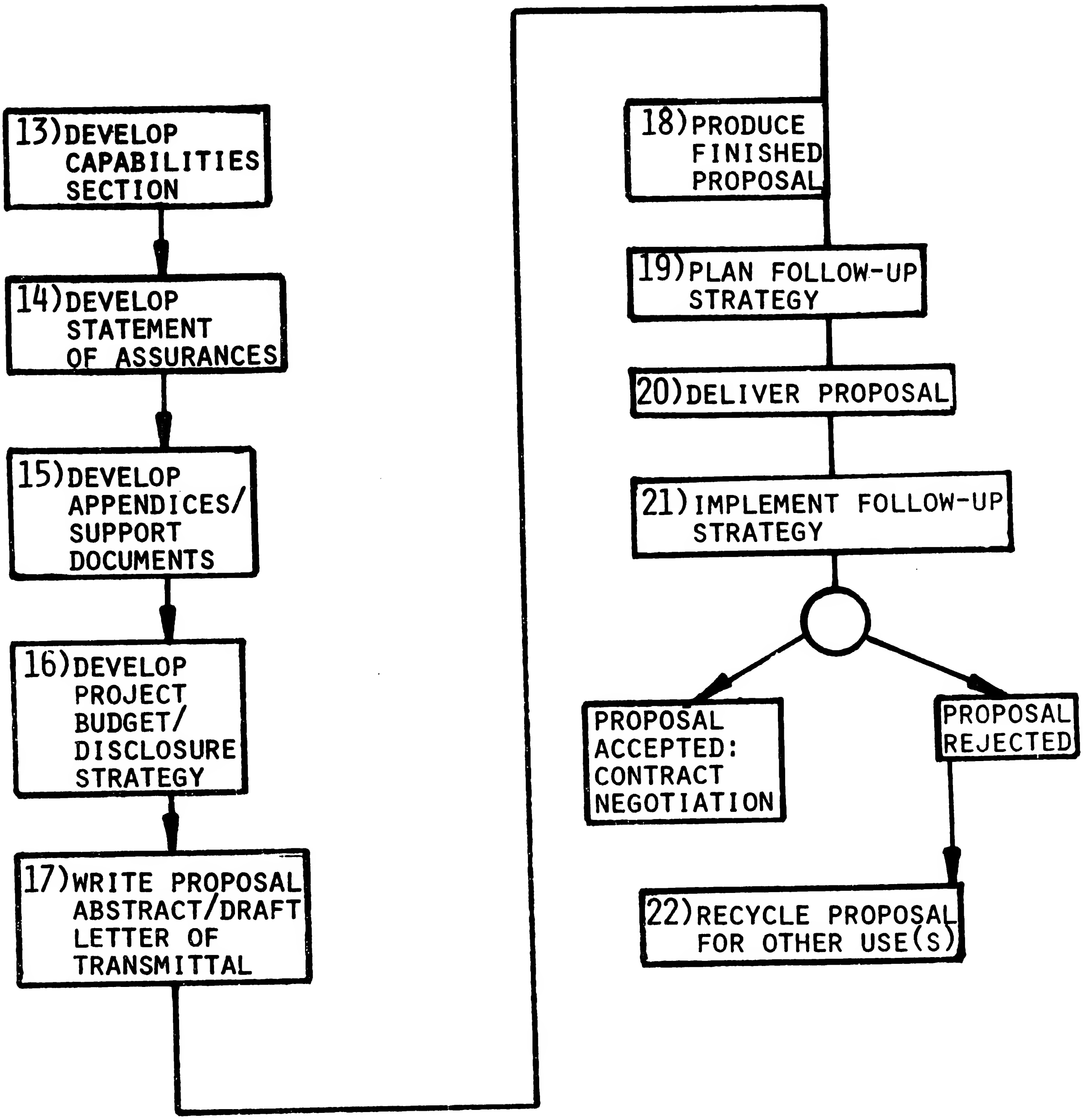


Figure 1
(continued)

THE PROPOSAL WRITING PROCESS



The flow diagram in Figure 1, graphically depicts the entire proposal writing activity from start to finish. Once you have identified the requirement for a written proposal, you enter the diagram at Step 1 and begin the proposal writing process, until you reach its conclusion in Step 22. Each Step represents a discrete function within the whole. Optional steps are shown and may be included or omitted, as appropriate.

Generally, the consultant discovers a potential client's problems and/or needs in one or two ways: Either the client calls upon you and describes what his needs are, or he requests that you find out (identify) what his needs are. In the latter situation,the client either does not know or is uncertain of the specific needs. The client may also be uncertain as to whether a genuine need for assistance exists.

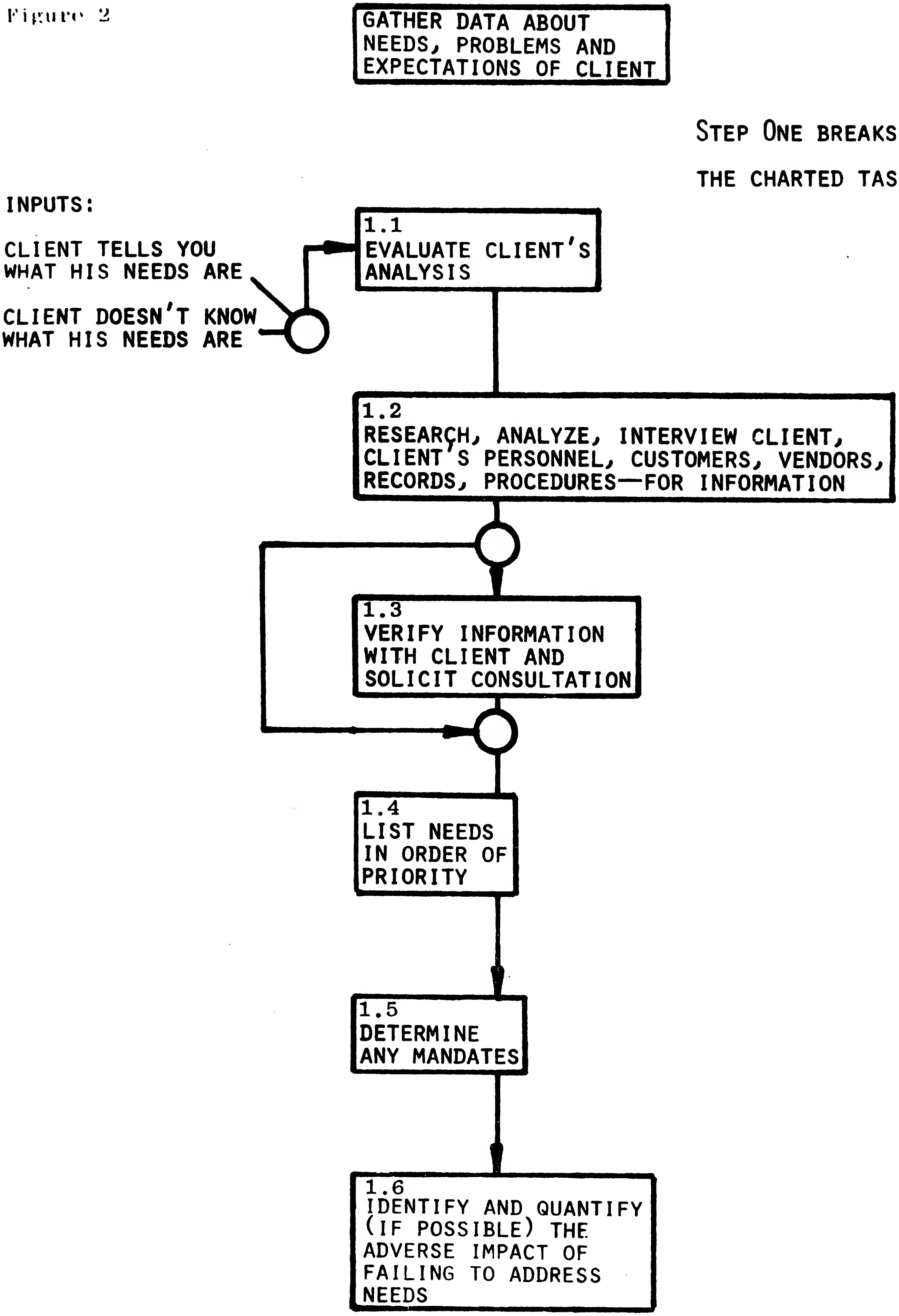
Successful marketing of your services requires that you communicate to the client your complete understanding of his needs. To do so necessitates that you not only verbalize a comprehensive and logical statement of the needs, but that you demonstrate an awareness and appreciation of the client's perception of the need in writing. Some consultants will mistakenly conclude that this means they should parrot back to the client precisely what the client suspects are his needs. Nothing could be more

wrong. The client has sought out the consultant's services, at least in part, to obtain an independent, unbiased, fresh approach to the determination of need. The client expects, however, to see evidence that the consultant has considered and evaluated the client's needs.

The client may be quite specific as to his need or very vague. When the client is specific, the role of the consultant is to evaluate the quality of the client's decision-making and to accept the need as presented, reject it in its entirety, or accept it in part. The principle difficulty here is that the client's anaylsis may result in limiting the scope of the search which the consultant undertakes.

When the client's need is vague-"I don't know, but somehow we should be more profitable than we are," the consultant has the liberty of approaching the task of need determination with less structure and more imagination. The vague client need usually results in a more protracted and time-consuming analysis of the need.

Figure 2



STEP ONE BREAKS DOWN

THE CHARTED TASKS, BE

STEP ONE: GATHER DATA ABOUT NEEDS, PROBLEMS AND EXPECTATIONS OF CLIENT.

The objective of Step 1 is to identify and verify the client's needs/problems.

Tasks in Step 1 are: Accept/reject the client's determination of need; research/analyze, gather information re client/client's organization; inform client of research findings; solicit consultation; list needs in priority order; determine any mandates for action; and identify adverse impact of failing to address needs. To accomplish this Step, complete Tasks 1.1 through 1.6.

Task 1.1 Accept/Reject Client's Determination of Need (Evaluate Client's Analysis)

Should the prospective client present his needs to you, in order to decide whether to accept or reject his determination of the needs, you must evaluate the client's analysis.

> Does your common sense tell you his determination is correct?
>
> Does your personal assessment of the client's intelligence, depth of research and grasp of the situation reinforce his determination of need(s)?
>
> Was his methodology sound?

If you do accept the client's determination of need(s), move to Task 1.4. If you reject the client's analysis of need(s), or if he wishes you to identify needs for him, move to Task 1.2.

Task 1.2 Research, Analyze Client Organization To Determine Needs/Problems.

Here, you must engage in whatever research, analysis, and/or information gathering is necessary to identify the client's needs/problems.

> Do you need to interview the client (or any others in the client organization) to gather information regarding the need?
>
> Can/should you interview outside individuals, such as the client's customers, vendors or service providers, to isolate difficulties?
>
> Must you review the client's records and/or procedures to locate the problem?

Dig out all the information necessary to fully understand the need and formulate your proposal.

Also, consider whether the client has any "hidden needs" which you have not a) identified, b) discussed, or c) that the client does not/may not wish to see formally addressed.

For example, if you agree with the client that one of his priority needs is to "review current personnel staffing requirements/procedures/assignments," he may mean by that that he wishes to put Old Uncle Charlie

(who has been with the company for 43 years) out to pasture. However, you are not sure who will have access to your proposal once delivered. It may, in fact, be reviewed by a committee that consisting of several executives, including Old Uncle Charlie. Therefore, the need to replace Old Uncle Charlie and perhaps several other needs should not be made expressly within the proposal.

Although this may seem a far-fetched instance, you will more often than not encounter at least one hidden need that *must be addressed* if you are to fulfill the client's expectations about the project. You may encounter a client who feels some personal embarrassment over a need and therefore hides that need from you. But to complete Task 1.2, you must test for and ferret out any hidden needs within the client organization, or within the client's head. Move on to Task 1.3.

Task 1.3 Verify Findings With Client/Solicit Consultation

You now know what the client's needs are. Here, you must verify those needs with the client, to form a sound foundation for your consultation.

> **Does the client agree with your findings?**
>
> *Can the client, when presented with your findings, point to factual evidence of their existence or impact on his organization?*

Can the client connect to spending organization resources to solve the needs/problems you have identified?

That is, are the needs identified of sufficient importance to be of a high priority?

Are there needs of a higher priority which should be addressed?

If so, what are they?

Why have they not been addressed thus far?

You may also have to solicit the consultation at this point. Stress that you and only you have the unique, applicable, acceptable solution to the client's problems. Move on to Task 1.4.

Task 1.4 Prioritize Needs

What needs must be addressed and resolved first?

You may have one set of ideas or priorities and the client may have an entirely different view of what must be done first, second, third, etc. You must mutually agree on the priority to be assigned to needs/problems and their solutions.

Have you identified any needs which would be cheaper to live with than change, within the scope of your consultancy?

Does the client have any "hidden" priorities or problems you have yet to address/discuss?

Find out now! By listing priorities, you have the oppor-

tunity to meet again with the client, to cement the true reasons and motives for the consultation through mutual agreement on what has to be done first, second, third. Make the client collaborate with you in this decision, and then move on to Task 1.5.

Task 1.5 Determine Any Mandates For Action

A Mandate for Action is usually some basic or widely held belief (yours or someone else's) that *adds legitimacy* to overcoming problems or pursuing objectives. Establishing a mandate for action will add power to your proposal. Do so *whenever and wherever possible.*

Mandates for Action can be:

- Compliance with existing or expected laws
- Cost effectiveness
- Operational effectiveness
- Profitability
- Creation of synergy
- Avoiding adverse publicity
- Generating positive publicity

What mandates can you identify within the scope of your present project?

Why does the client require your services?

Does he wish to increase profitability?

Reduce/avoid adverse publicity?

Increase the overall health of his employees and thereby increase their efficiency?

Whatever the case may be, seek out any/all mandates for action and incorporate them into your proposal and presentation. Once you have determined the mandates that are applicable to your project, move on to Task 1.6.

Task 1.6 Determine Adverse Impact of Failure to Respond To Needs

An important part of the needs analysis component of the proposal is to acquaint the client with the adverse impacts which are likely to result if the identified needs/problems are not attended to. The consultant is well advised to be as dramatic as possible in this regard. But, to provide the client (and yourself) with the total picture of the proposed consultancy, what are the adverse or negative impacts of *failing* to respond to the needs/problems you and your client have identified?

Adverse impacts may be stated in terms of undesireable events which will affect the client and client organization as well as in terms of adverse reactions/results associated with mandates for action.

Will the client suffer significant loss of profits?

Will overhead increase?

Will employee turnover plague the organization?

Will customers decide to find another supplier?

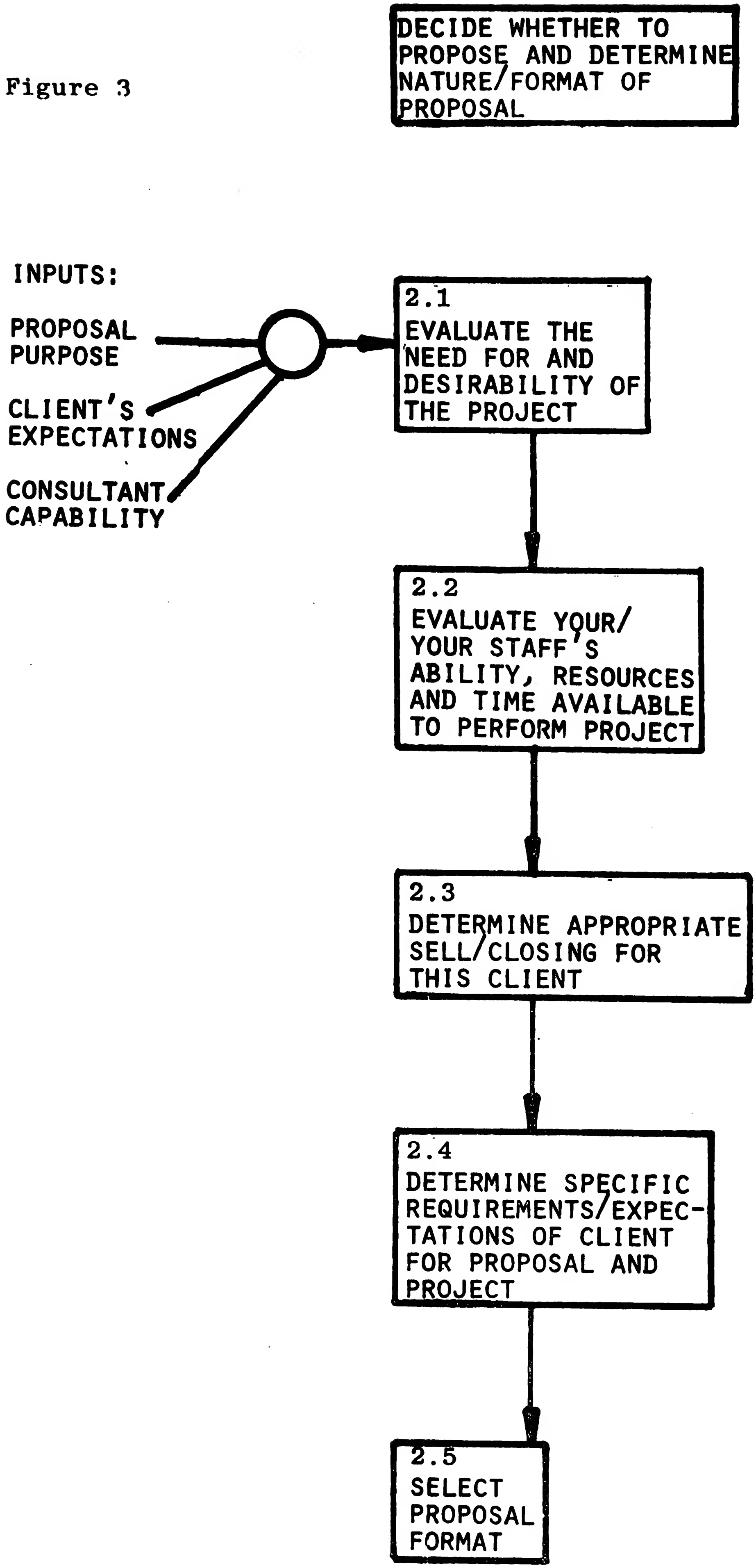
Determine all the adverse impacts of failing to respond to the identified needs, and communicate this information directly to your client. It's the other side of the coin, and both you and your client should consider the entire situation before attempting any remedial action.

Now that you have determined the client's needs, you must next test to determine the validity of each. Most needs will have what is called "face validity," i.e., it is well within the realm of experience of most people to agree with the stated need, without a mountain of justification as to specifically why it is worthwhile. For example, the need to establish an inventory control system or the need to increase profitability do not require exhaustive justification.

NOTE: Upon completion of *each Step,* the writer must test that Step and its component parts (as necessary) for validity. Do not omit this test at any point where validity must logically precede the next Step.

Move on to Step 2.

Figure 3



STEP TWO BREAKS DOWN INTO THE CHARTED TASKS BELOW:

STEP TWO: DECIDE WHETHER TO PROPOSE AND FORMAT.

The objective of Step 2 is to decide whether to propose and if so, in what format.

Tasks in Step 2: To accomplish this step, it is necessary to complete Tasks 2.1 through 2.5, which are: Evaluate desireability of need for consultancy; evaluate your resources; determine close to use for this client; determine requirements/expectations of client; and select proposal format.

Task 2.1 Evaluate Need For/Desireability Of Consultancy

Do you want this consulting assignment?

Does the client want the project?

Does he want <u>you</u> to perform the consultancy?

Have you identified any personality conflicts in your relationship with this prospective client or staff of the client organization?

If so, can you overcome the problem(s) or do you feel that establishment of effective, open communication with this client is impossible?

Does the client persist in a set of unrealistic expectations for the consultancy?

Has the client made a request that you perform illegal or unethical acts on his behalf?

Does the client fail to appreciate the value of the services you will provide?

Have you identified a potential or actual conflict of interest?

Do you perceive that the client will be unable to pay your fee?

At this point in your familierty with the client and the client's problem you have limited information on which to answer the question of whether you and the client make a viable, working combination. If one or two of these questions come out negative, undue concern is probably inappropriate. If three or four lean toward the negative, take a very careful look at the desirability of the project. If several are negative the project should probably be avoided. Thre is too great a risk of problems down the road.

Once you complete your evaluation, move on to Tast 2.2.

Task 2.2. Evaluate Your Resources

Is the nature of the work or task you are to provide the client outside your interest, capabilities or experience?

Do you feel that the technology and strategies you are capable of employing for this client are not fully appropriate for the tast to be accomplished?

Do you feel that there exists insufficient time to complete the client's assignment at the level of quality desired, within schedule?

How busy are you?

If you have a staff of four and the proposed consultancy requires ten staff positions, can

you divide the work load through time scheduling, so that your four employees can handle the load sequentially, or must these operations be performed simultaneously and hence,require an additional six people to perform?

Does staff (or simply you, as an individual consultant) possess adequate resources and/or experience to complete the project, to your satisfaction?

To the client's satisfaction?

Move to Task 2.3.

Task 2.3 Close This Client

What will it take to sell/close this prospective client?

Did the client request the proposal, or are you submitting an unsolicited proposal?

If your services have been sought out by the client, your proposal will simply communicate to the client your understanding of his needs. Your proposal will demonstrate your grasp of the purpose(s) for the consultation.

However, if you seek to <u>inform</u> the client of the need for and wisdom of utilizing your services (via an unsolicited proposal) you will have to perform a harder selling job within the document, perforce. YOu must convince the client in order to sell the project.

Once you have determined the degree of sales/marketing necessary within the proposal, move to Task 2.4.

Task 2.4 Determine Client's Expectations/Requirements

> What exactly are the client's expectations for your consultation?
>
> Has he identified specific requirements for your project?
>
> Have you convinced yourself that you are completely cognizant of exactly what the client expects of the project?
>
> Of you, personally?

You should be able to confirm the client's expectations for the project, based on the information you've gathered, thus far. If you feel unsure about any specifics or expectations, address the problem or question with the client, now. You can't hope to fulfill his expectations or solve his problems, unless you have completely defined all his specific requirements and expectations.

Once you are certain that you have all the client's expectations completely spelled out and defined, move on to Task 2.5.

Task 2.5 Select Proposal Format

Now, you must decide what proposal format will best facilitate both the needs of the project and your ultimate aim of receiving the consulting assignment. The situation should indicate to you what format will re-

present your ideas to best advantage.

> Has the client sought out your services?
>
> Are you completely finished with the selling/marketing phase, and do you have a firm commitment from the client on retaining your services?
>
> Is the client's time a serious consideration?
>
> Is he the sole decision maker?

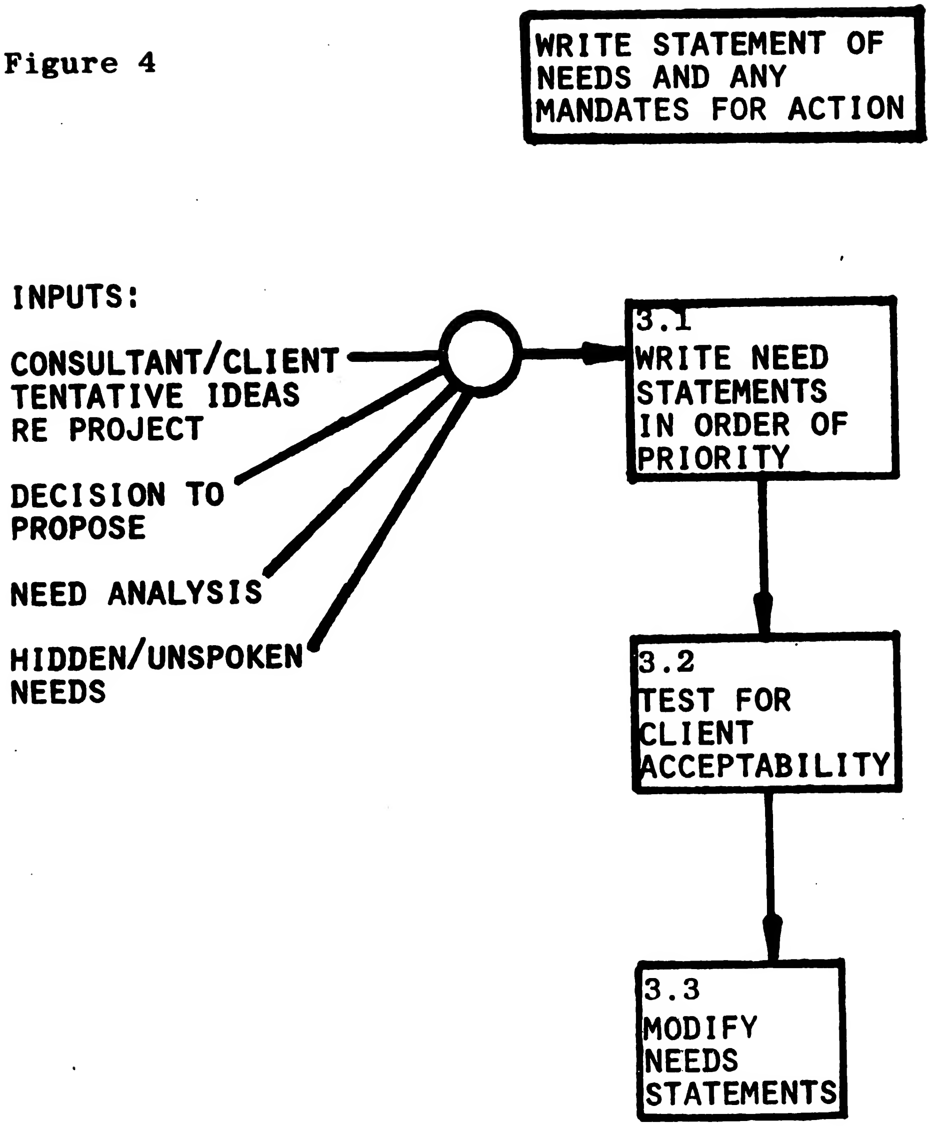
You may want to opt for a letter format, especially where brevity is at a premium. A letter proposal is merely a forshortened version of a full, formal proposal. It may be helpful to consider a letter proposal in terms of a written report to the client which details your findings from a need analysis.

> Conversely, does your proposal have to be read and reviewed by a committee of decision makers?

If so, you will obviously have to continue your selling/marketing efforts within the proposal, to convince the committee of the necessity for the project. If the level of detail within the formal proposal contributes to the selling of your project, then you should certainly employ it. The situation in which the proposal will be read (and the audience who will read it) should guide you as to the best format.

Once you have decided what proposal format best suits your needs, you have completed Step 2. Move on to Step 3.

Figure 4



STEP THREE BREAKS DOWN INTO THE CHA TASKS, BELOW:

STEP THREE: WRITE STATEMENTS OF NEED/MANDATES

The objective of Step 3 is to write all statements of needs and any accompanying mandates for action.

Tasks in Step 3 are: Write need statements in order of priority; test statements for acceptability with client/ staff; modify need statements as necessary.

Task 3.1 Write Need Statements and Mandates

In Step 1, Tasks 1.2, 1.3 and 1.4, you determined needs, verified these needs with the client, and prioritized each. In Task 1.5, you then determined any mandates for action for any of your identified needs.

Here formally write each statement of need and its accompanying mandate for action, if any. Describe the problems or suffering in terms that are meaningful to the client. Enable the readers/reviewer(s) to independently assess the extent and validity of the needs which your consultation is to address. Foster a sense of obligation among client personnel to marshall resources to respond to the needs you have identified.

Make each need statement consistent with the scope of the response you are planning. Make your statements dramatic, compelling, quantified and well able to arouse

concern in the reader.

If you cannot make hard, definite, quantifiable statements based on the input from your tentative ideas, decision to propose, need analysis and project concept, you may need to perform additional research and/or analysis to solidify the client's needs. Move on to Task 3.2.

Task 3.2 Test for Client Acceptability

To adequately test each need statement you write, submit all need statements to your client and/or his staff to solicit their evaluations. You might also test the need statements on other persons, outside the client organization, who work with the organization and may be familiar with problem areas, as outside observers. These tests of each need statements, *by the people who must live with the outcome(s)* of your consultation, will reinforce the validity of your determination of needs.

Once you have satisfied yourself and your client as to the soundness of your statements of need, move on to Task 3.3.

Task 3.3 Modify Need Statements

In this Task, you must incorporate any alterations or modifications generated by your testing for client acceptability in Task 3.2. Integrate any feedback you receive

from the client or client staff, so that your need statements reflect both your extimation of the problem(s) you face within the scope of your project and the client's ideas, opinions or input. If necessary, alter your drafted need statements to satisfy both these requirements.

Remember, the Statement of Need has a dual communications objective: First, to enable the reviewer(s) to independently assess the extent and validity of the needs which the consultation addresses; second, to foster (among the client personnel) a sense of obligation to marshall resources to respond to the needs you have identified. The difficulty of this task will be a function of the degree of awareness that your client has of these needs. If you have been asked to respond to these needs determined to exist by the client, your task of communication may involve little more than a documentation or formalization of that which the client already believes. However, your proposal may be the tool your client employs to:

- *Build internal commitment among his personnel about these needs;*
- *Gather commitment from friends, associates or even other consultants, that these needs exist or are logical; and/or*
- *Serve as a basis for obtaining proposals from other consultants.*

Thus, even if the client has identified the needs for the consultant, the communication task should not be taken lightly.

It is possible to write a very effective statement of needs and still not be selected to carry out the consultation. If the Statement of Need is too persuasive, the client may see the problem as more severe than first perceived and feel that it warrants a higher level or organization concern.

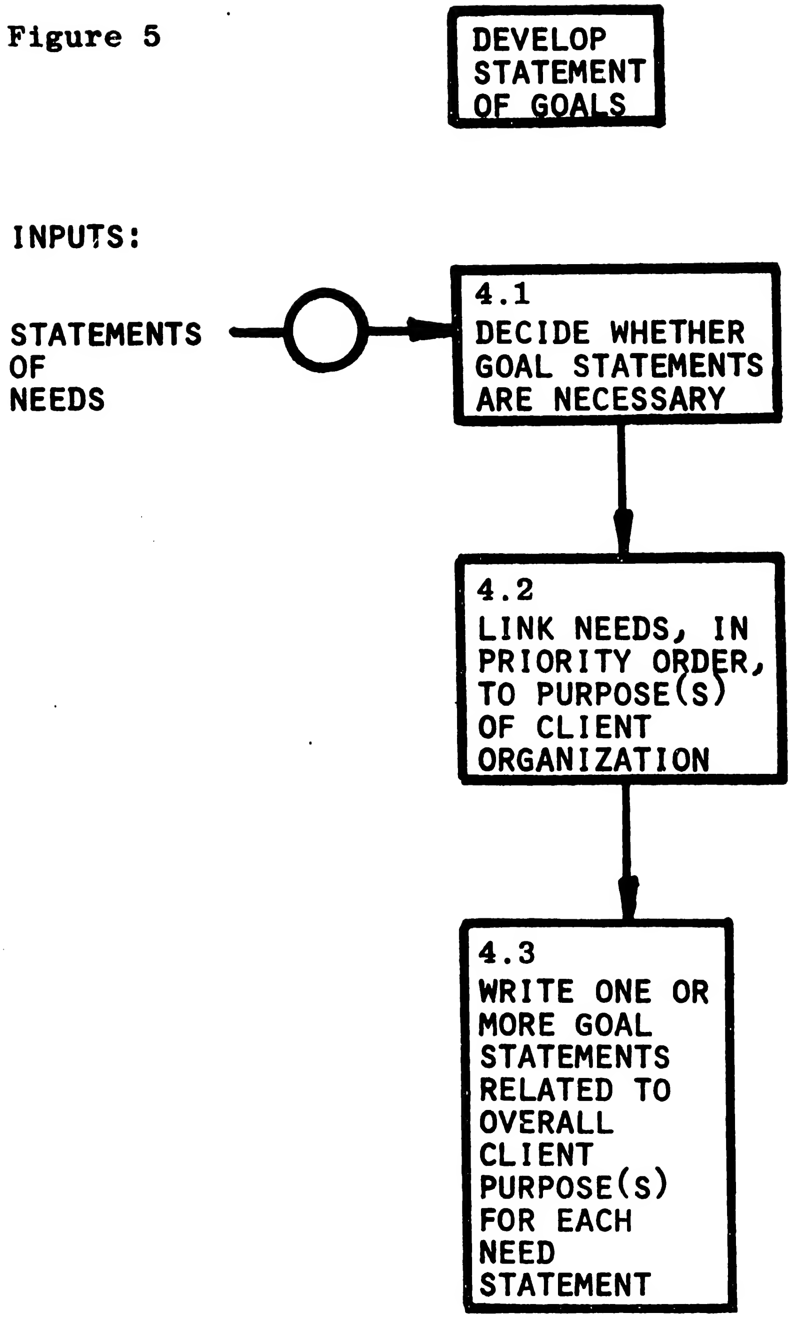
Your Statement of Need must be consistent with the scope of the response you are planning. A technical response which addresses only part of the need identified will usually be viewed as insufficient. Don't paint a big picture and follow up with a little plan of action.

In writing your Statement of Need, be certain to decribe the problems or suffering in terms that are meaningful to the client. It is appropriate and necessary to be both quantitative and dramatic. Avoid the use of soft terms such as "a substantial number," "a high degree," or "a downward trend," and make use of hard and quantifiable terms. This does not mean that you simply convert all soft terms to hard statements. To do so might distort the need. If you are unable to make hard, definite and quantitative statements, perhaps you need

to perform additional research and analysis. Move on to Step 4.

Figure 5

STEP FOUR BREAKS DOW
INTO THE CHARTED TAS
BELOW:



STEP FOUR: WRITE GOAL STATEMENTS

The objective of Step 4 is to develop a statement of goals for your project (if necessary) and write those specific goal statements.

Tasks in Step 4 are: Decide whether to write goal statements; link prioritized needs to client's organization/purpose; and write one or more goals for each need statement.

Task 4.1 Decide whether goal statements are necessary.

You may not require the formal development and inclusion of goal statements for your project. You client may react to a discussion of goals by saying that he could care less about long range goals, that all he's interested in as far as your consultancy is concerned, is the design and implementation of an inventory control system. His only goal may be increased profitability or decreased overhead.

If you are proposing to the federal government, chances are you will be required to state formal goals. If goals

will strengthen and enhance your proposal, include them. If they are clearly not necessary or not required by the client, move on to Step 5. If you decide goal statements are required, the following questions shoudl help you accurately identify the meanings, assumptions and values embedded in your client's goal statements:

> Do the stated goals identified by your client form a foundation for (the objectives of) the consultancy?
>
> Is there clear agreement between you and your client on the goals identified?
>
> Are any of the stated goals unnecessary to the consultancy?
>
> Do any of these stated goals hinder achievement of the project outcomes?
>
> What value-basic or emerging-underly the client's intentional goal(s): values about the nature of human beings, about desirable societal characteristics, about lifestyles, about learning?
>
> Is the client's goal an extrapolation of the past or present into the future, or is it a new entity?
>
> Is the client's goal the result of faddism?

Once you have determined whether to include goals in your proposal, move on to Task 4.2

Task 4.2 Link Needs to Goals

Once you have determined that specific goals are required within your proposal and project, you must then

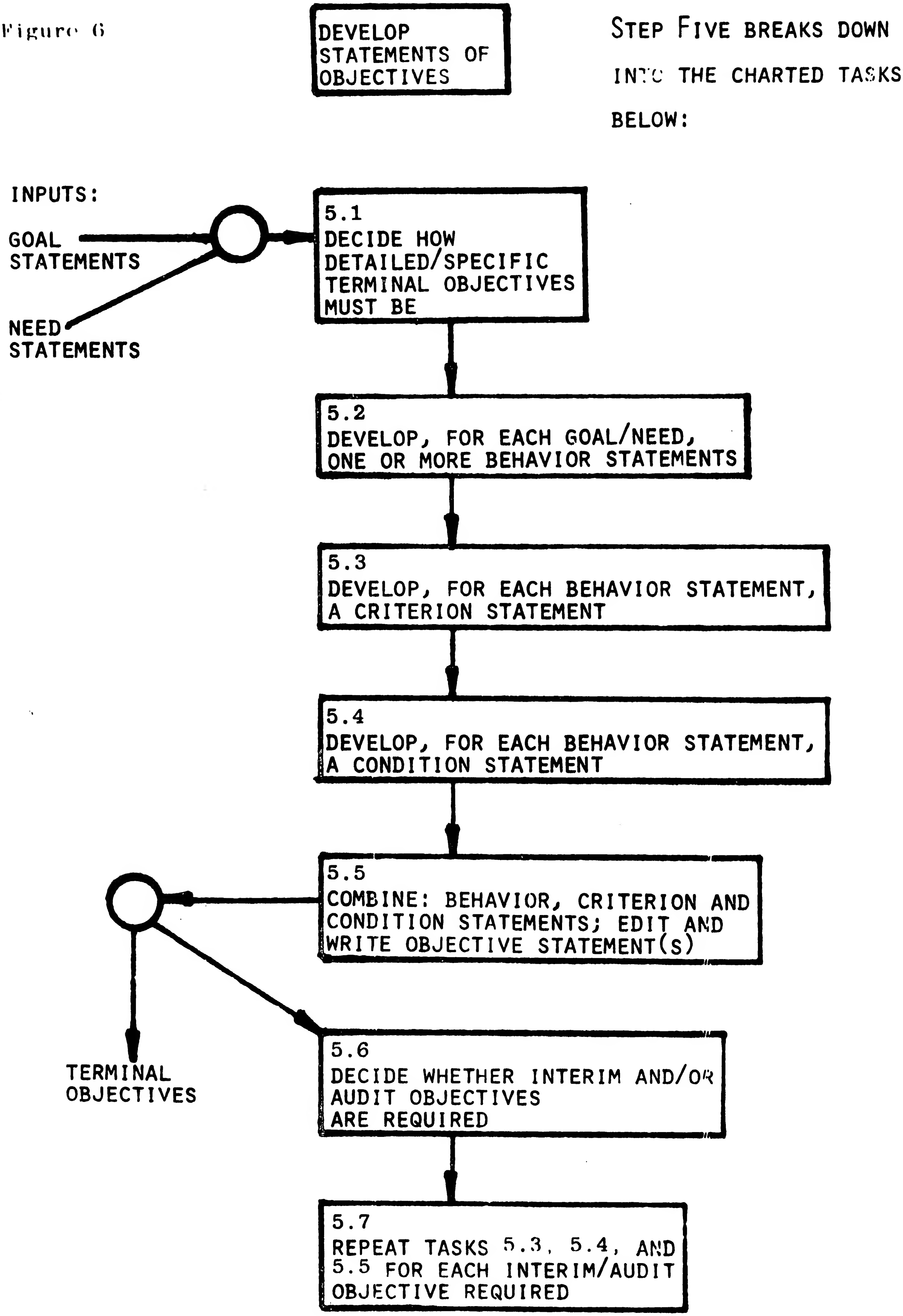
make logical connections or links between the organizational purpose(s) of the client company, and the needs you have previously identified. Goals are (or at least, should be) umbillically tied to the needs you have agreed upon with the client, that must be resolved within your consultancy.

Relate these needs, in order of their priority, to the overall business and/or organizational purpose of the client institution. Once you have accomplished this link-up, move on to Task 4.3.

Task 4.3 Write Goal Statements Related to Overall Purpose

You've determined that goals are necessary to your proposal/project, and you've linked these goals with their needs; now write one or more goals statements, related to your client's overall purpose(s), for each need statement you drafted in Step 3. Then move on to Step 5.

Figure 6



DEVELOP STATEMENTS OF OBJECTIVES
STEP FIVE BREAKS DOWN INTO THE CHARTED TASKS BELOW:
INPUTS:
GOAL STATEMENTS
NEED STATEMENTS
5.1 DECIDE HOW DETAILED/SPECIFIC TERMINAL OBJECTIVES MUST BE
5.2 DEVELOP, FOR EACH GOAL/NEED, ONE OR MORE BEHAVIOR STATEMENTS
5.3 DEVELOP, FOR EACH BEHAVIOR STATEMENT, A CRITERION STATEMENT
5.4 DEVELOP, FOR EACH BEHAVIOR STATEMENT, A CONDITION STATEMENT
5.5 COMBINE: BEHAVIOR, CRITERION AND CONDITION STATEMENTS; EDIT AND WRITE OBJECTIVE STATEMENT(s)
TERMINAL OBJECTIVES
5.6 DECIDE WHETHER INTERIM AND/OR AUDIT OBJECTIVES ARE REQUIRED
5.7 REPEAT TASKS 5.3, 5.4, AND 5.5 FOR EACH INTERIM/AUDIT OBJECTIVE REQUIRED

STEP FIVE: WRITE OBJECTIVE STATEMENT(S)

The objective of Step 5 is to establish your performance criteria (objectives) for the consultancy.

Tasks in Step 5 are: Decide how specific/detailed each objective must be; develop one or more behavior statement for each objective; develop a criterion statement for each behavior statement; develop a concurrent condition statement; combine behavior, criterion and condition statements, edit and write a final objective statement; decide whether interim and/or audit objectives are required; and for each interim/audit objective desired, repeat Tasks 5.3, 5.4, and 5.5.

Task 5.1 Decide Detail of Terminal Objectives

Your statement(s) of objective(s) must address and resolve the needs you have identified. These objectives will become the criteria which will guide your work and also serve to gauge your performance during the course of the consultancy. As such, you must be very careful in determining the level of detail of your terminal objectives, because these objectives serve to obligate you to perform specific tasks within the consultancy.

You will be held accountable and responsible for attaining the objectives that you set for your consultancy,

in your proposal. Therefore, you must be quite specific yet, cautious in establishing the outcomes which you will pursue throughout the project. Never make your objectives more specific than the client requires, because your objectives create obligations which you must meet.

How much is enough?

What level of detail/specificity will satisfy the client?

His staff?

Consider the following questions for your client when considering the level of detail/specificity and content in your objectives:

If your objective were to occur, would it complete a plan?

If your objective were to occur, would it be a means or a step toward another objective farther in the future?

Is your objective stated as a general state of affairs?

Is your objective stated as a specific state of affairs?

Can you determine any conflicts (actual or potential) between stated goals and the proposed objectives?

Is your objective technical?

Does it require a certain technology to accomplish?

Is your objective social?

Does it require mainly social organization or application?

Is your objective social <u>and</u> technical?

Is your objective preventive, inventive or adaptive?

While asking these questions of yourself and your client, keep in mind that your objectives must be <u>specific</u>, <u>definite</u>, <u>measurable</u>, and <u>attainable</u>.

Once you have determined the specificity of your objectives, and have considered and agreed with the level of obligation that they inflict upon your consultancy, move on to Task 5.2.

Task 5.2. Develop Behavior Statements

What behavior(s) is(are) required to attain your objectives(s)?

Must client staff or the client himself alter past behaviors, procedures or methods to achieve your objective(s)?

Were those past behaviors responsible for success in the organization, and therefore, significantly entrenched in current business dealings?

Can your client/client's staff realistically be expected to attain this altered behavior within the scope of your consultancy?

Within the time frame of your project?

Must you teach them new behaviors?

Have you properly estimated/researched the client organization's ability and/or willingness to alter past behaviors to achieve your objective(s)?

Are client staff sufficiently convinced of

and committed to the objective to work diligently enough to attain the altered behavior(s)?

Once you have determined what you want the client and/or staff to achieve and have developed one or more appropriate behavior statements to address/resolve each identified need, move on to Task 5.3.

Task 5.3 Develop and Criteria Statements for Behavior Statements

What are the criteria for judging the effectiveness and/or success/failure of the client/client staff's attainment of your proposed behavior(s)?

Do your criteria permit easy, obvious <u>measure</u> of your success/failure of attaining the desired behaviour(s)?

Are the criteria directly applicable to, suited to the behavior(s) you have determined should be the outcomes of the consultancy?

Does your client agree on the criteria you have chosen as being appropriate to adequately gauge your performance?

Have you solicited the client's agreement on this point?

If submitting an unsolicited proposal, are you able to alter your criteria, if necessary, to meet the client's requirements for measuring the effectiveness of your project?

Once you have reached suitable, appropriate criteria for each behavior statement, move on to Task 5.4.

Task 5.4 Develop Condition Statement(s)

You have thus far determined behavior statements and criteria with which to gauge the effectiveness of each. Now you must decide on the conditions under which the behavior(s) must be reached.

> Will client staff have to alter their working environment to construct conditions that will facilitate the attainment of your desired behavior(s)?
>
> Will these desired behaviors have to be attained within an office environment or in field conditions?

The conditions under which you expect the client organization to attain desired behavior(s) must also be readily attainable or, preferably, already present within the organizational environment.

Determine conditions and move on to Task 5.5.

Task 5.5 Combine Behavior(s), Criteria and Condition(s).

Now that you've determined <u>what</u> you want the client organization to achieve, what the <u>measure</u> of achievement will be, and the <u>conditions</u> under which the achievement must be made, you combine the three into your drafted objective statements. These are the stated obligations that you are under during your consultancy. The client should have, upon completion of these objectives, a set of guidelines for your project and the means whereby he

can determine the effectiveness of your performance during the consultancy.

Task 5.6 Decide on Audit/Interim Objectives

You may only be required to draft terminal objectives, i.e., those final objectives to be achieved by the end of your project. Should the client desire to gauge your performance during the course of your project, he may ask for interim objectives. These will be decided upon in the same manner that you've come to your terminal objectives, but will be specifically applicable at certain interim points along the way.

Audit objectives, as they imply, will facilitate an audit of your performance and may be either interim or final or both. As with other optional choices, include interim/audit objectives only when necessary to fulfill the client's requirements for the consultation. If you determine that they are necessary, in Task 5.7, move back to Task 5.3 and complete the same tasks to develop your interim/audit objectives as you did to determine final objectives.

The Statement of Objectives directly addresses and resolves the needs you have identified in the Statement of Need. Once these needs are agreed upon, it becomes vital for you to establish objectives which will direct

your efforts throughout the project. In a performance contract, these objectives will likely be the criteria which will guide your work and serve to gauge your performance.

Objectives are not goals. Goals are broad, timeless statements outlining a direction, purpose or intention. Strictly speaking, goals are never really achieved. Objectives, however, are specific, definite and capable of being met, achieved or measured. What you promise to achieve in your Statement of Objectives should be consistent with the resources you request to complete the task.

Each objective you formulate for your project or consultation must convey to the reader some specific information. Each objective will have three components.

The first component of your objective will describe the outcome that you intend to bring about. For example, suppose that you plan to conduct a training program for your client's staff on internal accounting procedures. Your performance objective outcome could be stated:

> *"Each participant in the training shall prepare a line-item budget."*

or

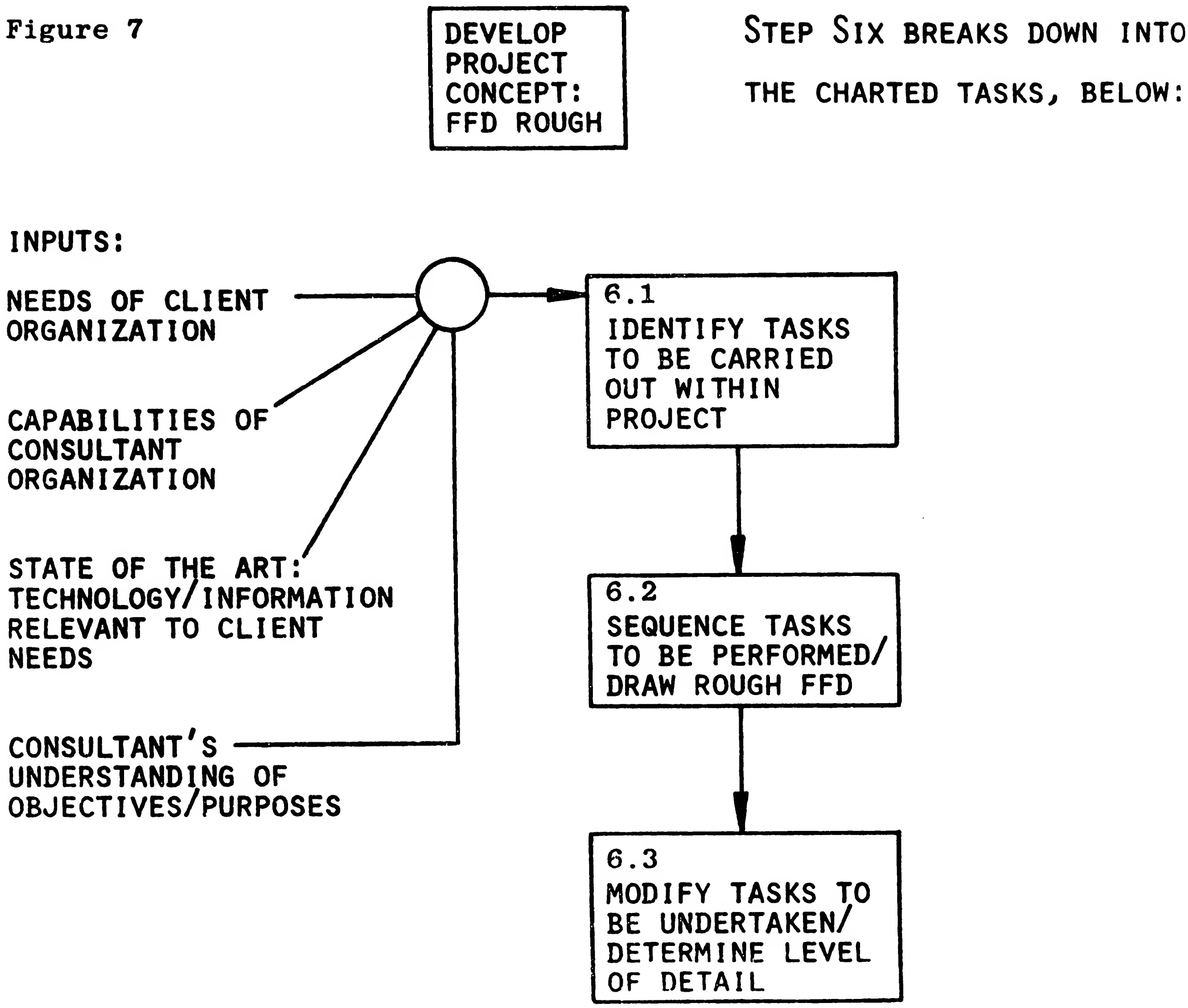
> *"Eighty percent of the participants in the training program shall prepare a line-item budget."*

The objective is important because it establishes that which you will be willing to be held accountable or responsible for. You will find that the second example is often less risky. Suppose that the client organization sends everyone not otherwise busy to the training program, including a group of people incapable of mastering line-item budgets. In that instance, you'll be glad that only eighty percent of the participants were required to prepare a line item budget.

The second component of your objective is that you are required to make the outcome measureable. To make your outcome measureable, you must establish a scale of values (good to bad; 1 to 100) that you will use to gauge the quality of your outcome.

The third component of information which you must convey in your objectives pertains to the level or amount of outcome that you deem adequate in light of the effort and resources being expended to fulfill the consultation or project. Move on to Step 6.

Figure 7


DEVELOP PROJECT CONCEPT: FFD ROUGH
STEP SIX BREAKS DOWN INTO THE CHARTED TASKS, BELOW:
INPUTS:
NEEDS OF CLIENT ORGANIZATION
CAPABILITIES OF CONSULTANT ORGANIZATION
STATE OF THE ART: TECHNOLOGY/INFORMATION RELEVANT TO CLIENT NEEDS
CONSULTANT'S UNDERSTANDING OF OBJECTIVES/PURPOSES
6.1 IDENTIFY TASKS TO BE CARRIED OUT WITHIN PROJECT
6.2 SEQUENCE TASKS TO BE PERFORMED/ DRAW ROUGH FFD
6.3 MODIFY TASKS TO BE UNDERTAKEN/ DETERMINE LEVEL OF DETAIL

STEP SIX: DEVELOP PROJECT CONCEPT

The objective of Step 6 is to draw a complete functional flow diagram (FFD) to give you a complete visualization of the entire project.

Tasks in Step 6 are: Identify all tasks to be performed within your project; sequence tasks to be performed; modify tasks to be undertaken/determine level of detail.

Task 6.1 Identify All Taks to be Performed

By diagramming each step within your proposed consultancy, you will be able to picture your project, to judge its completeness, and capability of addressing and resolving the needs and objectives you have identified. List all these tasks and move on to Task 6.2.

Task 6.2 Sequence Tasks to be Performed/Draw FFD Rough

What must be done first, second, third, etc.?

Before you list a task to be performed, have you gathered and analysed all the information necessary to facilitate that task?

Does the order you have set follow a logical sequence of steps?

Once you have determined this rough sequence, move on to Task 6.3.

Task 6.3 Modify FFD Rough/Determine Level of Detail

To modify your rough FFD, first consider it a working document of the project, throughout the consultation, to be modified or changed as the situation and/or needs change within the project, so as to keep both you and your proposal completely current.

Consider the following questions as you view your completed rough FFD:

> Does your FFD show how you will solve the client's problems?
>
> Does it graphically iullstrate how you will go about fulfilling these needs?
>
> Will the client be able to see the procedures you will use to make his problem(s) go away?
>
> Will your FFD confuse your client?
>
> Will all the readers of your proposal be able to picture your project from your FFD?
>
> Does the level of detail within your FFD allow you to fully visualize the entire project, from beginning to end?
>
> Do the flow of tasks/events make a logical progression through the project?
>
> Does your FFD reflect a level of detail sufficient to provide your client with a complete graphic representation of the work you propose?
>
> If so, have you made the FFD (and the proposal) detailed to the point where it will be overly disclosive to the client?

If you give the client all your information and tell

all your proposed actions for solving his problems in too great a detail, the client may decide to conduct the project, without you. Therefore, you must be certain that the level of detail, both in the FFD and the entire proposal, is not overly revealing.

NOTE: For further guidance on the construction of functional flow diagrams, the reader is referred to Section 3 of the formal proposal contained in the Appendix.

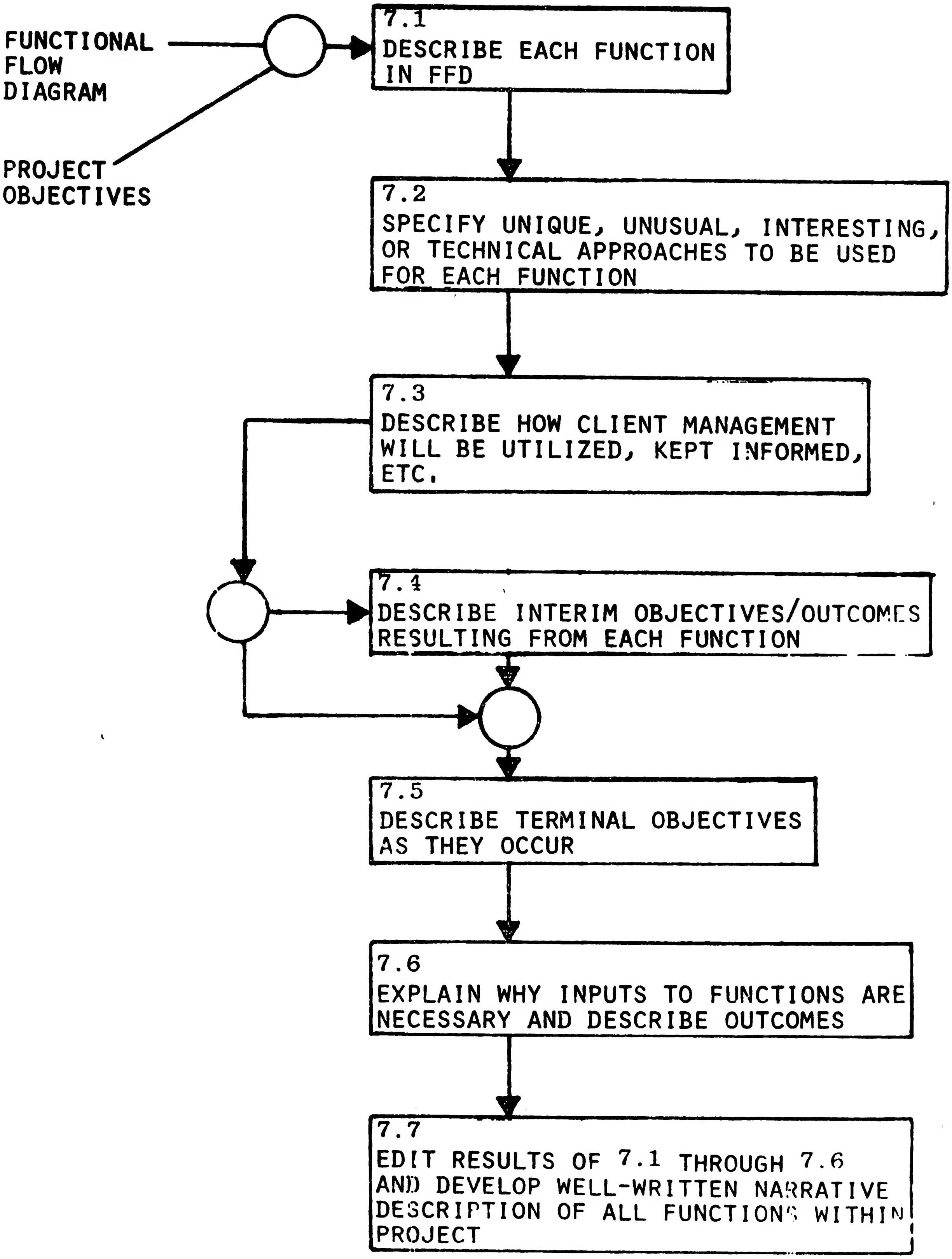
Move on to Step 7.

Figure 8

DEVELOP PROCEDURES WRITE-UP (PROPOSAL NARRATIVE)

STEP SEVEN BREAKS DOWN INTO THE CHARTED TASKS BELOW:

INPUTS:



STEP SEVEN: DEVELOP PROCEDURES WRITE-UP (PROPOSAL NARRATIVE).

The objective of Step 7 is to draft your complete procedures write-up (proposal narrative).

Tasks in Step 7 are: Describe each function within FFD; specify unique, unusual, interesting, technical approaches; describe client management utilization and communications exchange; describe interim objectives (if any); describe terminal objectives; explain inputs, functions and outcomes; edit results and draft written narrative.

Task 7.1 Describe Each Function in FFD

Your completed FFD illustrates those functions you will provide within your consultancy that will resolve the client's problem(s). Taking these functions one at a time, describe each function so that your client will understand the necessity for that function and how the outcomes from each contribute to succeeding tasks within the project.

Have you described each function sufficiently?

Will your client be able to correlate your written descriptions with the same function on your FFD easily?

Are you being careful to avoid giving too much information; being overly disclosive?

Do corresponding FFD functions and your written descriptions capture exactly what you propose to perform for the client?

Are you satisfied that the descriptions combine with the FFD functions to give a clear, concise picture, graphically and in writing, of your proposed actions?

Move on to Task 7.2

Task 7.2 Specify Unique/Unusual/Interesting/Technical

Approaches

What particulars of your consultancy are unique, unusual, interesting, or sufficently technical to warrant detailed explanation for your reader(s)?

Will this description of your employment of state-of-the-art techniques enhance your proposal or confuse your client?

If your client is considered a layman in terms of the techniques you propose to employ to solve his problem(s), have you explained them on a sufficiently simple level to communicate their purpose as well as advantage(s) within your consultancy?

Address these questions and move on to Task 7.3

Task 7.3 Describe Utilization of Client Management/

Communications

How will you interact with the client organization's management?

Will you work outside their company management structure, or within it?

In the latter situation, exactly who (what persons) will control your activities within the scope of your consultancy?

What client personnel will you direct during your project?

How will you communicate needed information to your client and/or his management?

What information will client management require to assist you in reaching the outcomes you have set for the consultation?

After answering these concerns, move on to Task 7.4

Task 7.4 Describe Interim Objectives (if any).

If you have set interim objectives for your consultation, describe them at this point. Demonstrate, in writing, how they will contribute to (and therefore be necessary procursors for) your terminal objectives. Move on to Task 7.5

Task 7.5 Describe Terminal Objectives

Show your client, in writing, exactly what the objectives are that you propose to achieve as a result of your consultation. If you have identified interim objectives, demonstrate how these will contribute (or are necessary) to obtaining terminal objectives. In your description of each terminal objective, show the client how its attainment will either contribute to or completely resolve one or more needs or problems.

Tie the entire consultancy together by your description of terminal objectives. Move on to Task 7.6

Task 7.6 Explain Necessity of Inputs to Outcomes

Each of your functions, throughout your project, has inputs and outcomes. You should be able, here to trace a common thread throughout the project, from one set of inputs, through each function, to a corrolary set of outcomes, which become inputs for the succeeding function.

Here, you must explain this sequence of events to your client, so that he underfstands the interdependency of all incomes, functions and outputs, all leading up to the final set of outcomes which are your terminal objectives for the entire project. Complete this task and move on to Task 7.7.

Task 7.7 Edit and Write Final Proposal Narrative

Just as your FFD is a working document, which lends itself to alteration as your grasp of the entire project grows, so too is the written narrative a fluid function. You have built a foundation for the final proposal narrative through each succeeding Task within Step 7. Now, you must consider your client's point of view (or his readers' perspectives) and draft a final, edited, written narrative of all the component functions within your entire project.

Write clear, concise statements which reflect exactly

what you propose to do and accomplish at each point within your consultancy. Communicate all the information necessary for your client to become convinced of the soundness and timeliness of your proposition.

The Written Narrative is the final element of the Proposal Main Section. The purpose of the written narrative is:

- *To communicate the outcomes, results and benefits of the consultation to the reader;*
- *To communicate the procedures and processes to be utilized to achieve the objectives. (Note: The communication of procedures and processes must be sufficient to convince the reader that you can achieve the objectives of the consultation, while simultaneously being sufficently general and conceptual [even vague] so as to prevent giving away your services for free.)*
- *To communicate the fact that the client will have the opportunity to manage you, the consultant.*

There are three kinds of outcomes, results and benefits which need to be communicated to the reader in the written narrative:

- *<u>Terminal Results or Benefits</u>-You will be retained to achieve certain prescribed results or benefits. Often these will be specified rather exactly in your Statement of Objectives(Proposal Front Section). In your written narrative you will want to specify the points at which these terminal results and benefits will be achieved.*
- *<u>Enabling Results or Benefits</u>-On the road to achievement of our terminal results or benefits, you will achieve milestones.*

These will be accomplishments which are required to achieve the terminal results. If you are attempting to determine the image of a manufacturing firm in the eyes of their customers, some of your enabling results might be: questionnaire designed, survey sample selected, data analysis methods selected, etc. The communication of mile-stone events will be important to assure the prospective client that there are checkpoints at which your work can be managed. While enabling results may seem obvious or self-evident to you, they may not be so to your client. Be sure to communicate them to the client. The more the better.

- *Serendipitous Results or Benefits-These are the nice things which happen during the course of the consultation which you were not asked to achieve and which are not necessary to achieve the terminal results or benefits. If in the course of conducting a study of job satisfaction you also are quite likely to enhance employee morale, be sure to communicate that fact to the prospective client. Also be certain to communicate to the client that this serendipitous result costs the client nothing extra. It's just a nice thing that happens. It causes the client to see that he is obtaining more for the dollar invested.*

In the Proposal Front Section, you have told the reader what it is that you hope to accomplish. Here, in the Proposal Narrative, you wish to communicate to the reader that you and only you are the right consulting organization to meet those objectives. The reader should become convinced that the objectives will be accomplished in a cost effective and efficient fashion. In short, cause the reader to believe that what you propose is superior to alternatives other consultants might propose

and superior to the client meeting the specified objectives by utilizing internal resources alone.

This is an excellent place to deal with known competition. If you know that other consultants are likely to be submitting proposals against which yours will be judged, tell your reader that you have discarded alternative approaches to the client's needs. Be specific. Tell the client that you considered the obvious approach of doing such and such, but discarded that alternative on the basis of it being: too costly, too time consuming, requiring unreasonably high staff skills, creating adverse side effects, etc. You must be on solid ground of course, but your willingness to consider and dismiss alternatives will assure your client that you are unwilling to settle for something that will just get by.

Your written narrative should be keyed to your FFD. For each activity/box on your diagram, write up a one or two paragraph statement about the activity which communicates the results discussed above and deals in general and conceptual terms with the procedures to be employed.

How detailed and specific your written narrative should be is a function of two factors:

- *How specific you must be to communicate to the reader based upon his general capability and specific awareness about the type of work that you will be doing;*

and

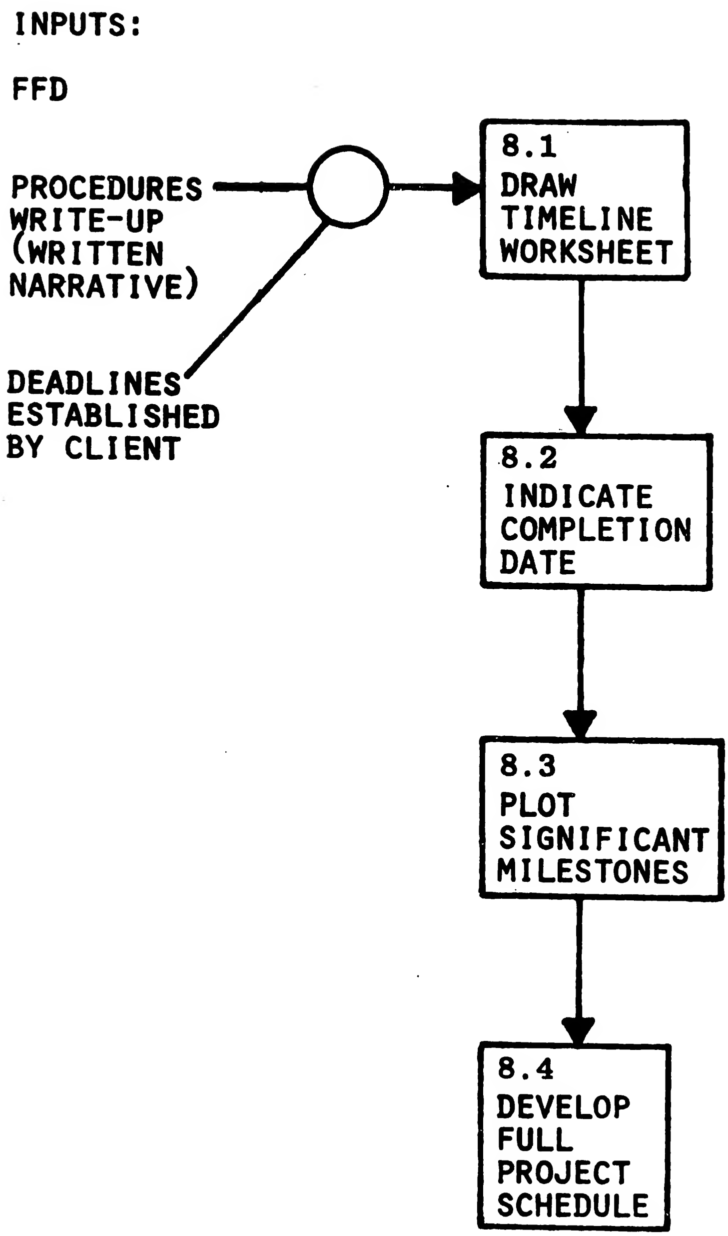
- *The extent of the threat, if any, that your client will take your work and obtain a free or low cost consultation.*

Once you have completed the Written Narrative sit back and review it from the standpoint of the prospective client. Be certain that it answers the who, when, where, how and why of the client's needs. Be sure that it flows well and is complete. Also make certain that the Written Narrative meets the communications objectives discussed above. Move on to Step 8.

Figure 9

DEVELOP PROJECT TIMELINE

STEP EIGHT BREAKS DOWN INTO THE CHARTED TASKS, BELOW:



STEP EIGHT: DEVELOP PROJECT TIMELINE

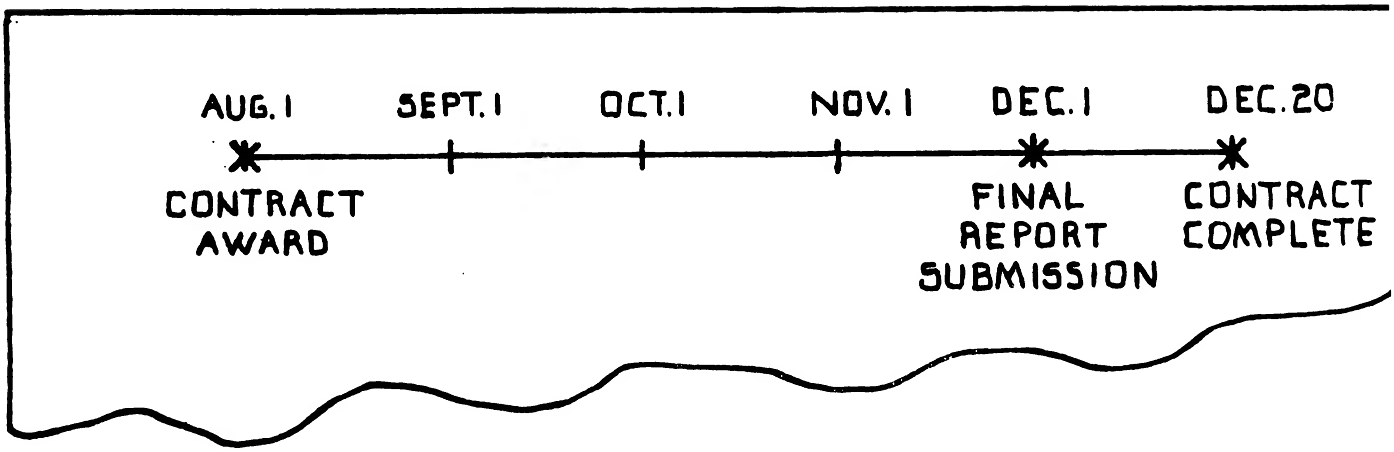
The objective of Step 8 is to construct a complete project timeline.

Tasks in Step 8 are: Draw timeline worksheet; indicate completion date; plot significant milestones; and develop full project schedule.

Task 8.1 Draw Timeline

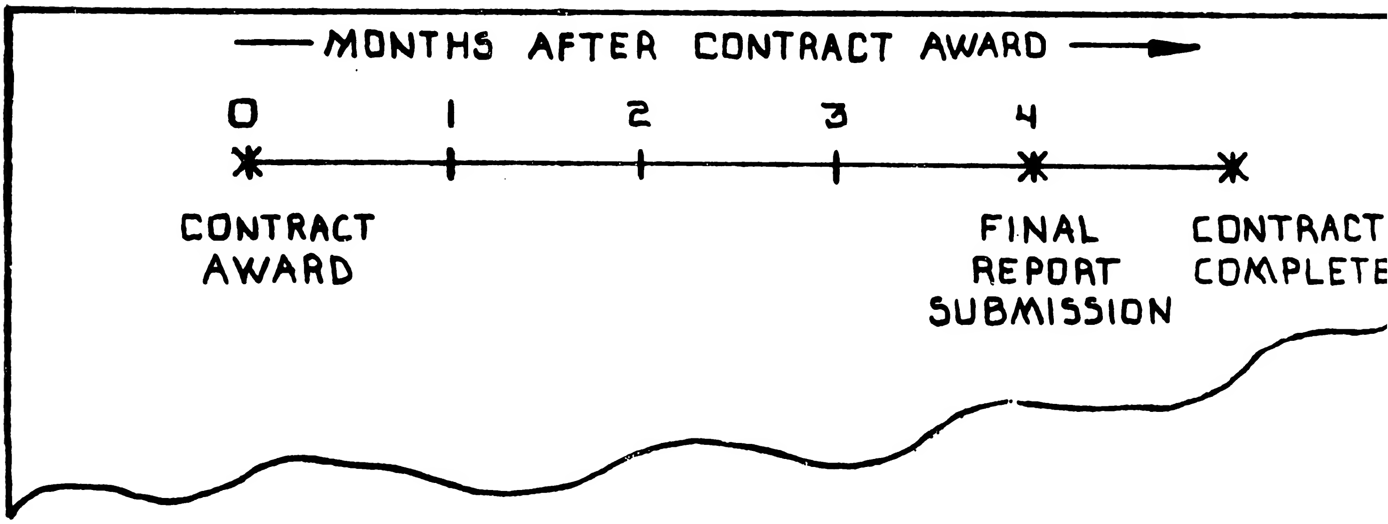
Draw a line along the top edge of a blank sheet of paper. The left hand terminus of this line will serve as the point in time when the contract will begin. You assume that you will receive the contract. To determine the start date you must calculate how long it will take the client to make a favorable decision. The more complex the organization the longer it will likely take for them to get their act together. Your suggesting an early date may be advantageous to you in that you suggest the importance of getting started sooner. It is a good idea to use actual dates. So, make the assumptions. If you can't make the assumption of when the contract will be awarded, start your timeline (left terminus) with "Date Contract Awarded" or "Contract Start" and calculate all other dates (to the right) in terms of the number of days, weeks, or months following

contract award.



Task 8.2 Establish Completion Date

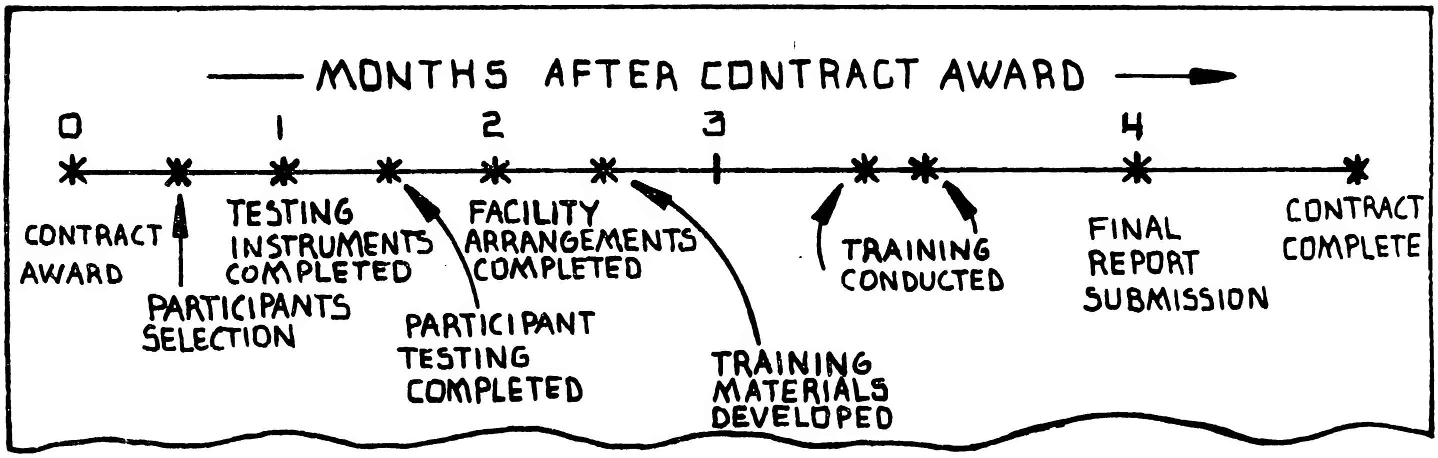
The right hand terminus of your timeline will serve to indicate the time at which your contract, project or consultation will be completed.



Task 8.3 Plot All Significant Milestones

Plot (make an X) at specific points in time between

Contract Award and Contract Completion when significant milestone events are planned to occur. For example, three weeks prior to contract completion plot in the event Final Report Submission. Refer to your FFD and determine the result, benefit or outcome of each function. This will help you identify milestones. In the current example, the development and conduct of a training program, some of the more obvious milestone events are indicated in the example below.



<u>It is quite permissible to have simultaneous events on your timeline</u>. Don't be too concerned about having exactly the right amount of time between events, just be sure that you have them in order and that you have left sufficient time for the necessary client reviews and approvals.

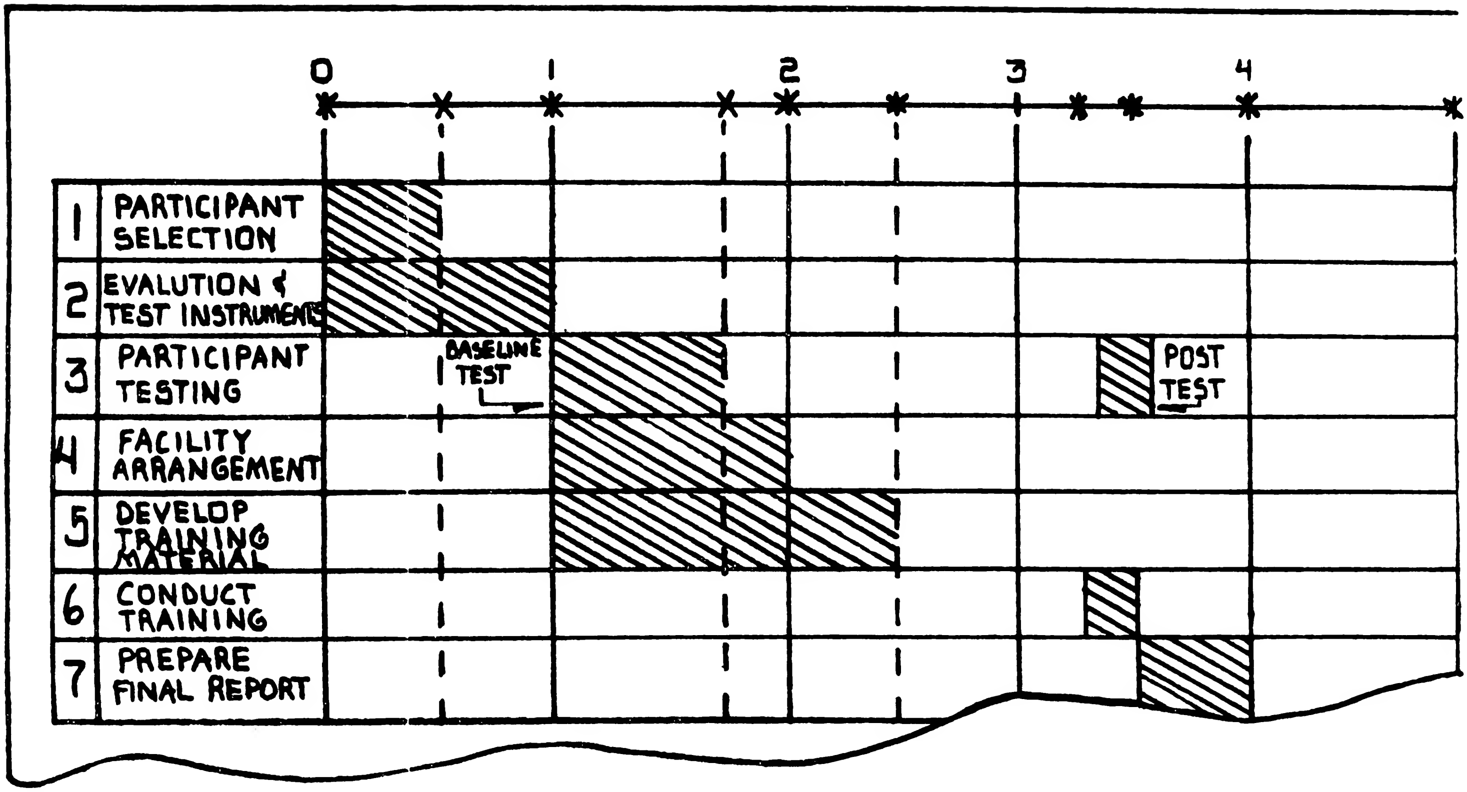
Task 8.4 Develop Schedule

You will next develop a full project schedule from the timeline work thus far completed. This schedule will be included in the proposal document submitted to the prospective client. First, list vertically the functions which you have developed for the consultation (from your FFD) on the left hand side of your paper. Next, drop vertical lines from each X on your timeline. Starting with the first function (and preceeding sequentially to subsequent functions) shade in the horizontal strip to the right of the function to signify the interval of time during which activities in support of the function will occur.

When you have identified a significant project event on the timeline (corresponding to the completion of a particular function) <u>do not show</u> (don't shade) beyond the point in time at which the event occurs.

The following example of the Project Timeline/Schedule in construction should be helpful:

(See diagram next page)

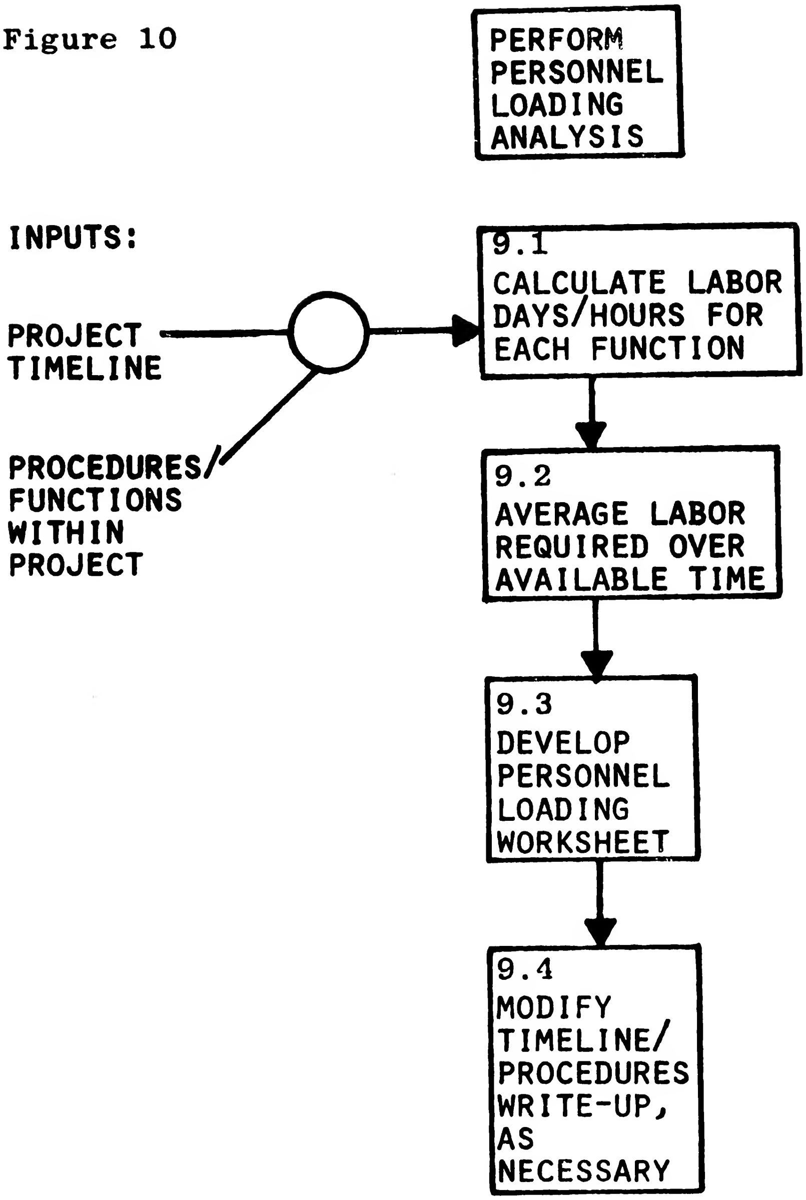


The Time Line is a schedule established by you (perhaps, along with your client) which serves to identify when the various milestone events of your project or consultation will be completed. The Time Line communicates to the client just when the work should be/will be done. It aides both you, the consultant and the client in the scheduling of resources, staff etc. that must be marshalled to complete the project within the deadline. Move on to Step 9.

Figure 10

STEP NINE BREAKS DOWN IN

THE CHARTED TASKS, BELOW



STEP NINE: PERFORM (OPTIONAL) PERSONNEL LOADING ANALYSIS

The objective of Step 9 is to perform the Personnel Loading Analysis to facilitate scheduling/assignment of necessary personnel.

Tasks in Step 9 are: Develop personnel loading worksheet; calculate labor days/hours for each function; average labor required for each function; and modify timeline/procedures write-up, as necessary.

Discuss Personnel Loading Analysis as an optional component of your proposal package. Personnel Loading Analysis was previously known as Manloading (prior to ERA). It is typically utilized only in the larger consultation involving a number of personnel. Although it is included in the Proposal Package only 15-20% of the time, you may find it very useful as an internal management tool and it is also possible that you may wish to demonstrate to a client how to engage in Personnel Loading Analysis for greater control of his activities.

The chief advantage of conducting a Personnel Loading Analysis is that it will assist you in guarding against the design of a consultation which defies management given the level of resources which you are reasonably and cost-effectively provide. As an example, I have

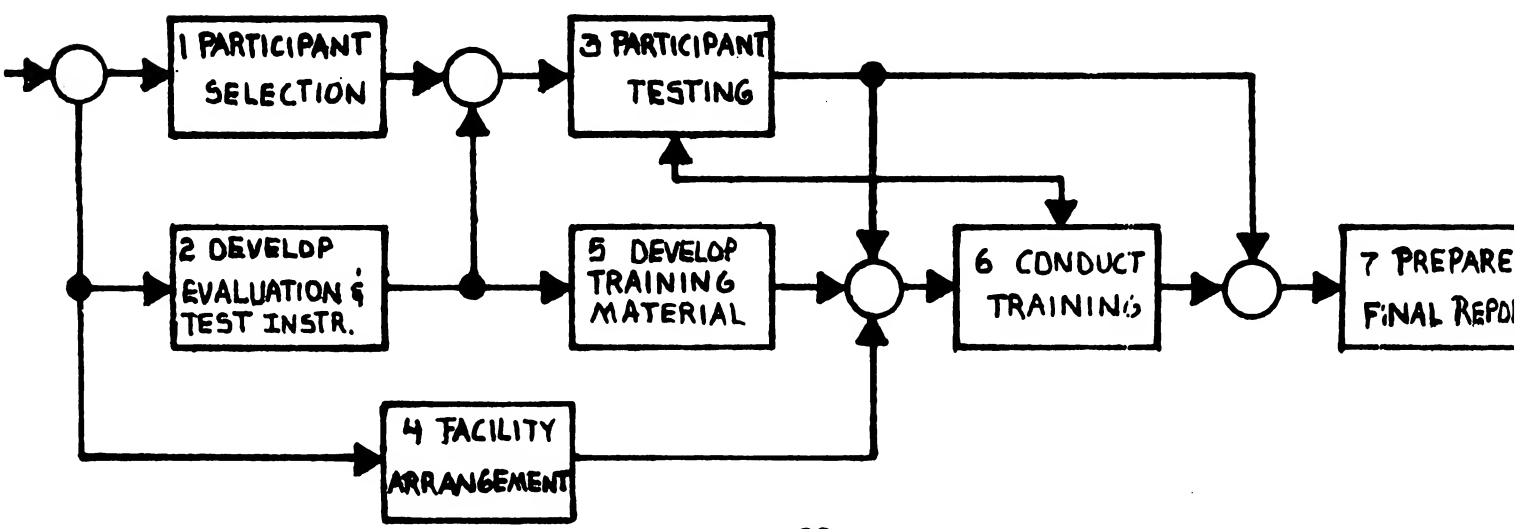
enclosed a somewhat simplified instance of conducting a Personnel Loading Analysis. The example is simplified in that it assumes that two individuals can do in three days each what one could do in six days. It further precludes the problem of personnel assignment. You must remember that Mr. A may not be able to do what Ms. B can do.

> *NOTE: To provide the reader with the easiest method of completing the Personnel Loading Analysis, the four functional tasks above have been broken into six mini steps. Follow these and the diagrams to complete Step 9.*

<u>One</u>: In Column 1 of the Worksheet list the various functions of your consultation. (These should come directly from your Functional Flow Diagram - FFD).

<u>Two:</u> Consider each function and estimate the number of days it would take to complete the function. Enter your estimates in Column 2. In doing this, assume that you can devote full-time to this activity without other responsibilities. Your estimate should be in terms of working days and not calendar time.

<u>Three</u>: From your Project Timeline, enter the number of actual days you have scheduled to accomplish each function in Column 3.



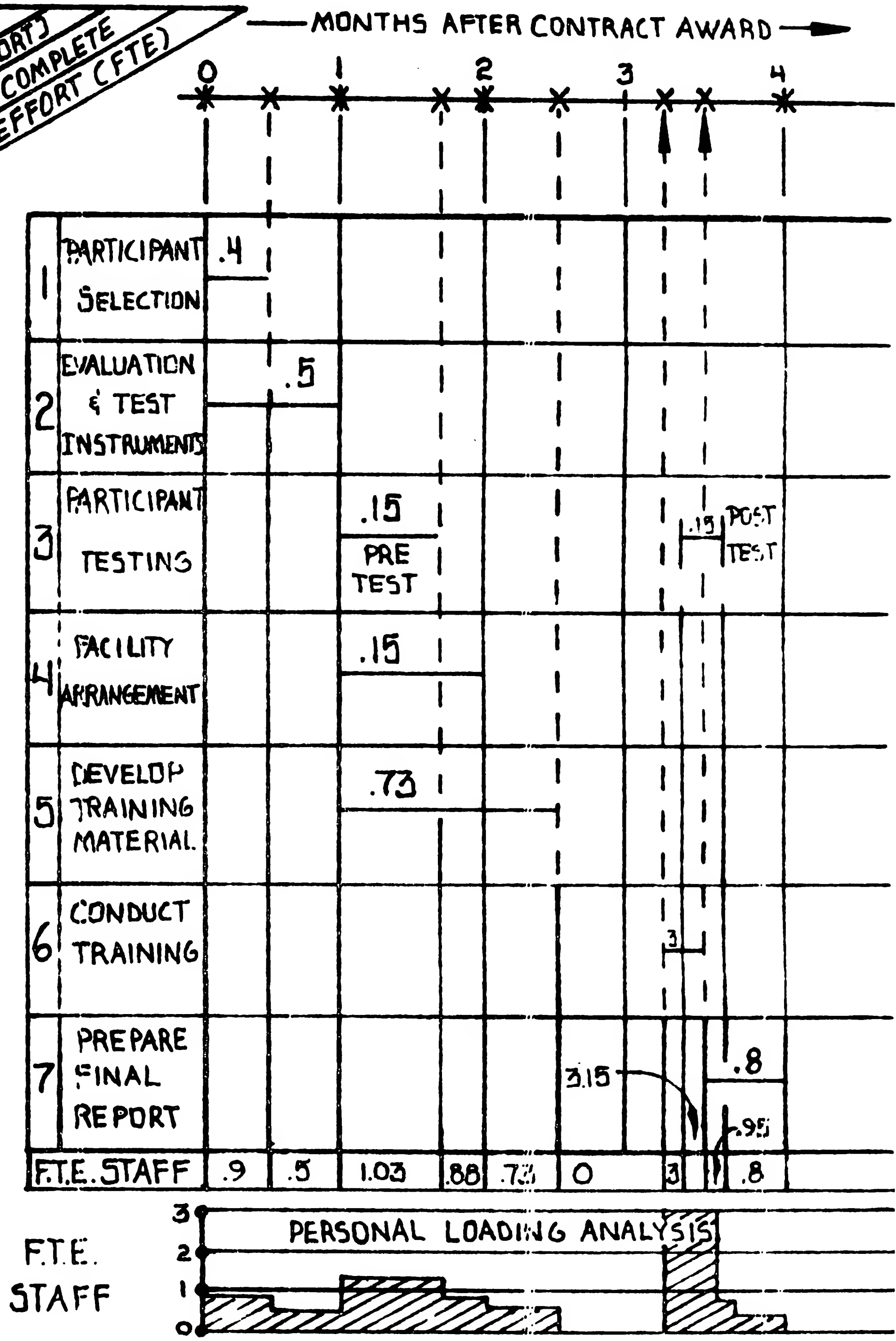
Four: Divide each Column 2 figure by the corresponding figure in Column 3 and enter the result in Column 4.

Five: Note down the result of Step Four (Full-time Equivalent Personnel Loading-FTE) on your Project Timeline as illustrated.

Six: Proceed from the lower left hand corner of your Project Timeline and add up the FTE Personnel Loading numbers which cross the vertical line above.

FUNCTION NUMBER	FUNCTION	EST. NO. OF DAYS (EFFORT)	TIME ALLOWED TO COMPLETE	LEVEL OF EFFORT (FTE)
1	PARTICIPANT SELECTION	4	10	.4
2	EVALUATION & TEST INSTRUMENTS	1	20	.5
3	PARTICIPANT TESTING	3	20	.15
4	FACILITY ARRANGEMENT	3	20	.15
5	DEVELOP TRAINING MATERIAL	22	30	.73
6	CONDUCT TRAINING	15*	5	3
7	PREPARE FINAL REPORT	8	10	.8

* 3 TRAINERS FOR 5 DAYS



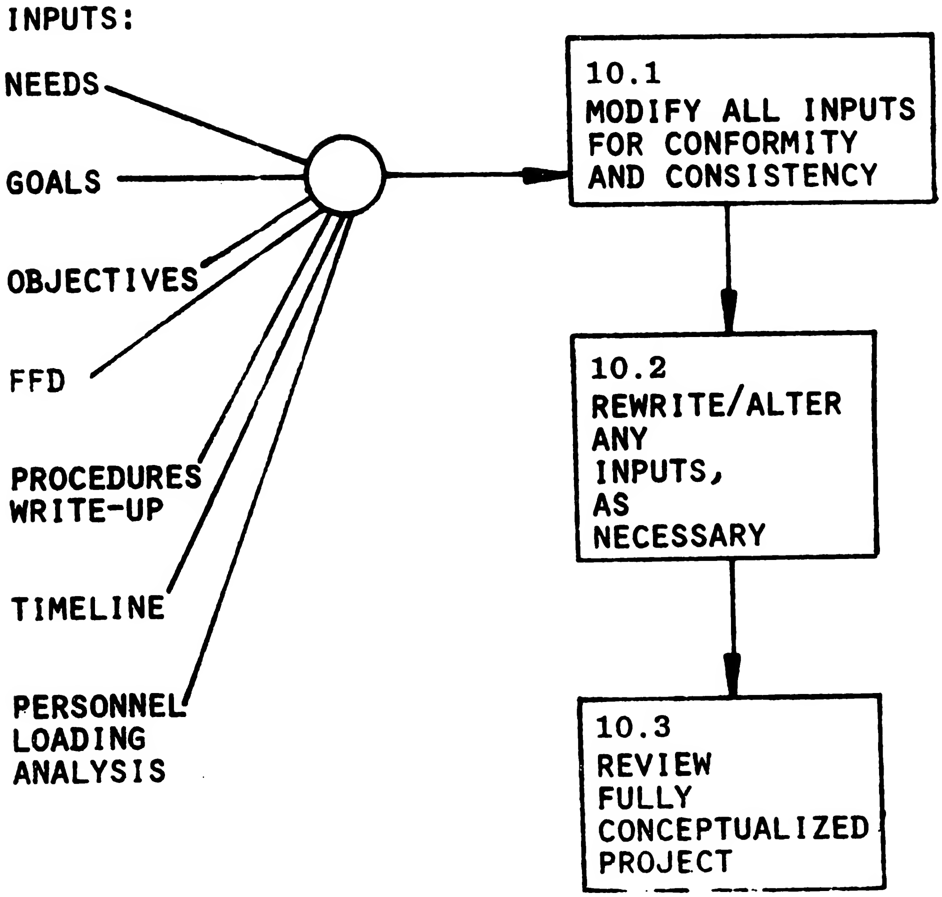
In an ideal situation, your Personnel Loading should be essentially constant for the duration of the consultation. If you discover that the loading is not constant, zooms up from 2.5 to 9.6 and back down to 1.4 and up again to 4.5 you may wish to change things around to level out this management nightmare. This can be done by shifting forward or backward those functions which have heavy personnel loading to level out the utilization of personnel.

If several consultations are underway in a given organization at one point in time, you may find it beneficial to do a joint loading analysis. Such analysis will serve to demonstrate periods of time with high personnel demand and low personnel demand and can serve as a good planning tool. It may indicate the appropriate time to schedule vacations, book small projects to take up some slack, etc. Move on to Step 10.

Figure 11

MODIFY STATEMENTS OF NEEDS, GOALS, OBJECTIVES, FFD, AND TIMELINE

STEP TEN BREAKS DOWN INTO THE CHARTED TASKS, BELOW:



STEP TEN: MODIFY STATEMENTS OF NEEDS, GOALS, OBJECTIVES, FFD AND TIMELINE

The objective of Step 10 is to review the project concept as a whole and modify/rewrite any inputs necessary to smooth/integrate entire project.

Tasks in Step 10 are: Review, modify all inputs for conformity and consistency; rewrite/alter any inputs, as necessary; and review fully conceptualized/planned project for completeness.

Task 10.1 Review/Modify All Inputs for Consistency/ Conformity

With the completion of Step 9, you now have the complete project concept before you. Review the whole, considering the components as pieces of a puzzle.

> Does everything "fit" together, snuggly?
>
> Is there a smooth, ordered flow throughout the project, which reflects your organized approach to solving your client's problem?
>
> Does the completed project vigorously and graphically illustrate your intentions?
>
> Are your procedures easy to grasp?
>
> Is the logic of your procedures readily evident to your readers?

Putting yourself in your client's place, what modifications to what areas are necessary to make a clearly

understandible flow of information throughout your proposal? Move on to Task 10.2.

Task 10.2 Rewrite/Alter Any Inputs, As Necessary

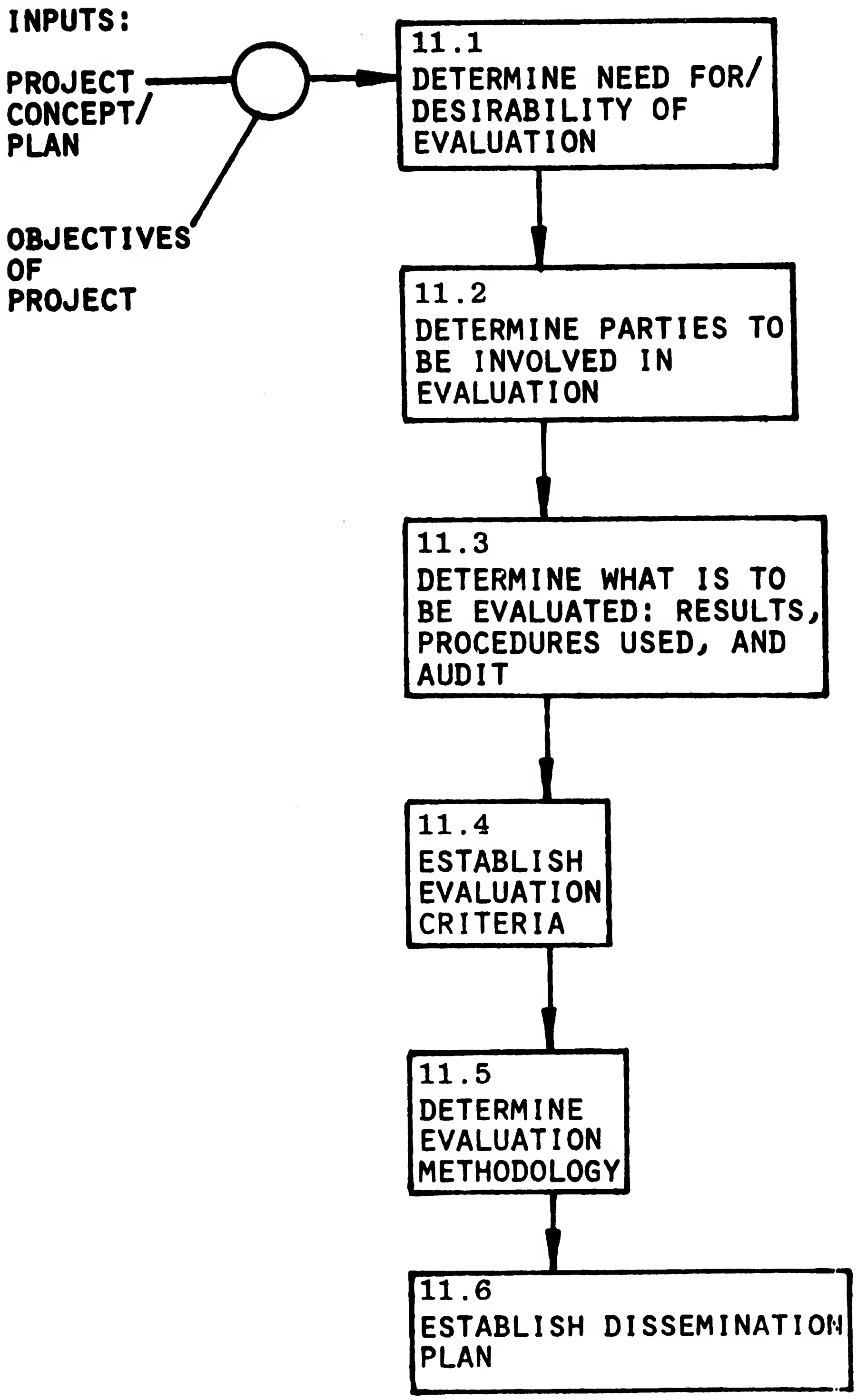
If, after your review of the entire project, you find any problem areas or confusing/misleading components of the whole, rewrite those inputs to better integrate them into the whole concept. Move on to Task 10.3.

Task 10.3 After any alterations/rewrites, review the modified components in relation to your whole proposal. Repeat this modification and review until you smooth your entire concept into final form. Move on to Step 11.

Figure 12

DEVELOP EVALUATION PLAN

STEP ELEVEN BREAKS DOW INTO THE CHARTED TASKS BELOW:



STEP ELEVEN: DEVELOP EVALUATION PLAN

The objective of Step 11 is to establish a methodology whereby you can ensure that the project's objectives are met.

Tasks in Step 11 are: Determine need for/desirability of evaluation; determine parties to be involved; determine what is to be evaluated; establish evaluation criteria; determine evaluation methodology; and establish dissemination plan for evaluation results.

Task 11.1 Determine Need For/Desirability Of Evaluation

Do you need to evaluate your consultation?

Does your client require/desire a formal evaluation?

Are the objectives of your consultancy obvious, tangible outcomes, or are they somewhat more elusive?

Come to agreement with your client on the subject of evaluation of your project. Once you have decided to include an evaluation, move to Task 11.2.

Task 11.2 Determine Parties to be Involved in Evaluation

Will you evaluate yourself?

Will your client or his staff perform the

evaluation of your project?

Does the client wish to bring in another consultant to evaluate your work?

Will you have to make any special arrangements or modifications of your proposal and/or project to facilitate proper/complete evaluation?

Once you have made this determination, move on to Task 11.3.

Task 11.3 Determine What is to be Evaluated

What portions of your project are to be evaluated?

Will results or outcomes be evaluated, the processes you employed to generate outcomes, or an audit of your budget?

What are your client's feelings on the subject(s) of the evaluation?

Make these determinations and move on to Task 11.4.

Task 11.4 Establish Evaluation Criteria

You have decided to include an evaluation; determined the parties involved; determined the subject of the evaluation; and now you must establish the criteria for that process.

Can you evaluate in terms of concrete outcomes?

Your objectives are measurable; what yardstick will you employ to determine the effectiveness/completeness of your outcomes?

Will your evaluation generate empirical data?

Or subjective opinions?

Decide, with your client, how you will judge the project's results and move on to Task 11.5.

Task 11.5 Determine Evaluation Methodology

Based on your criteria for evaluation, now decide what methodology best suits your evaluation.

Should you perform interviews of client staff, testing or procedures analysis to judge the extent of training outcomes and the degree of knowledge imparted to the client organization?

Tailor your methodology to the objectives you must evaluate and move on to Task 11.6.

Task 11.6 Establish Dissemination Plan

Once you have determined what information you will gather and how you will gather it, next you must decide on a plan to communicate that information.

Who needs to know the results/effectiveness of your outcomes?

Do you have to inform your client (the boss) only, or are you treating the client's staff as the recipient of your information?

The numbers of people who must be informed and the type of information you will impart will guide you in establishing a dissemination plan for your evaluation results.

Evaluation Plan and Procedures. Many consultations will involve a distinct evaluation of the work which is done for the client. This is particularly true when the consultant performs a creative or technical task such as market research, training program design, information system design, etc. It is also quite common in all government work.

Evaluation, when required, is important to the client in accepting or rejecting your proposal. It provides a check or measurement on the quality of the consultant's work and the viability of the specific plan/procedures you are proposing. It is a means by which the client can hold you accountable for the expenditure of funds which the client has made.

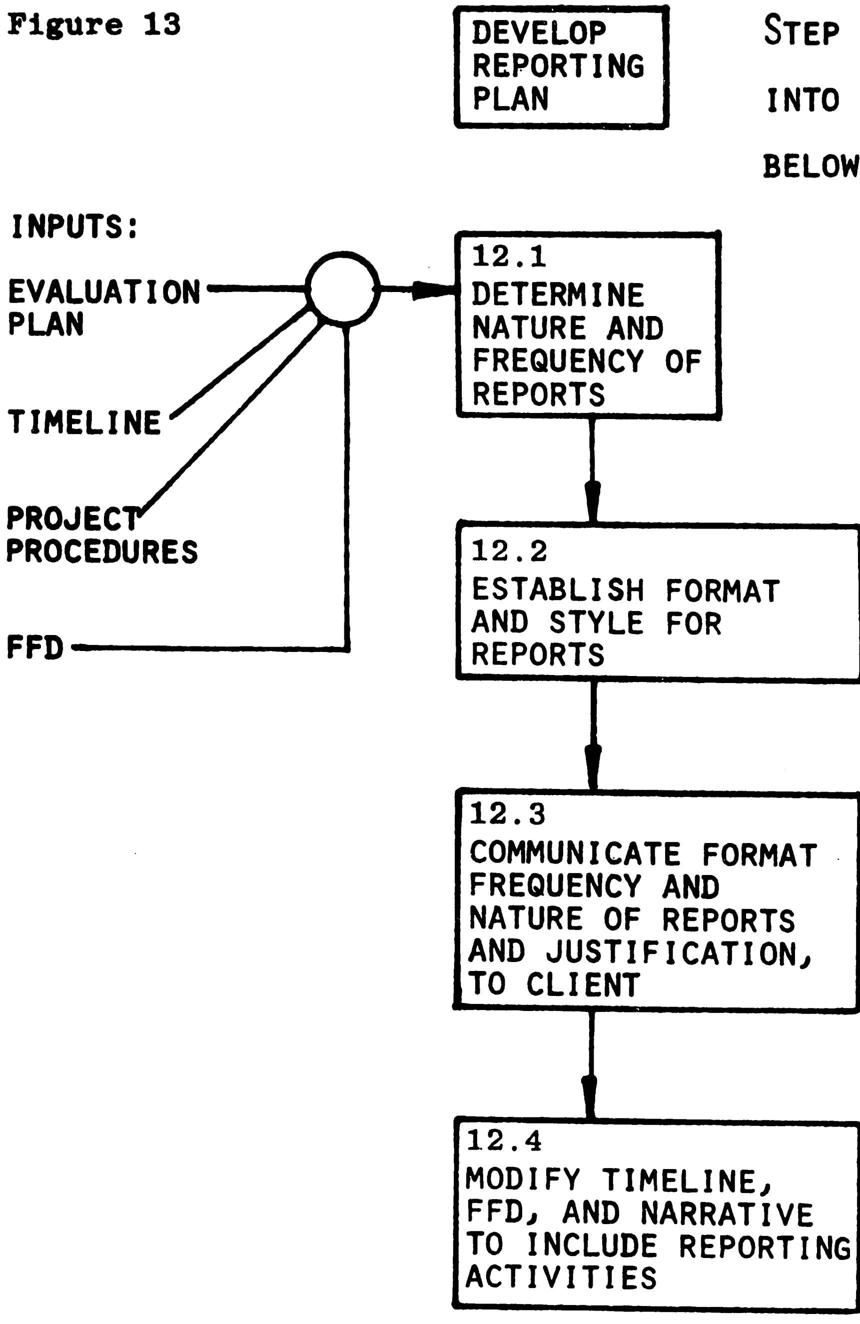
A properly designed project/consultation evaluation is really like a separate and distinct consultation. Indeed, the Evaluation is often given to another consultant to complete. In such cases, the Evaluation is then said to be an "independent" or "third party" evaluation. evaluation is more like a research project than anything else. The wealth of literature on research and experimental design may well be of assistance here.

Even if you don't plan to conduct a formal evaluation, you should indicate to your client that an on-going or in-process evaluation will be conducted and describe the

various activities that will take place. Your client will gain confidence in knowing that a continuous monitoring is underway to assure quality control. Move on to Step 12.

Figure 13

STEP TWELVE BREAKS DOWN INTO THE CHARTED TASKS, BELOW:



STEP TWELVE: DEVELOP REPORTING PLAN

The objective of Step 12 is to determine the information about your project to be communicated to your client and the time frame for that communication.

Tasks in Step 12 are: Determine nature and frequency of reports; establish format and style for reports; communicate format, frequency and nature of reports, with justification, to client; and modify time-line, FFD and narrative to include reporting activities.

Task 12.1 Determine Nature and Frequency of Reports

Does your client wish you to include a set of scheduled progress reports within the scope of your consultation?

How often?

At what points within the project?

What procedures or outcomes of procedures is your client particularly interested in/concerned with?

Once you have established the necessity for reporting to your client and the nature and frequency of those reports, move on to Task 12.2.

Task 12.2 Establish Style/Format for Reports

Is your client satisfied with an informal

memo, verbal review or must he have your reports in a formal, written manner.

Determine what style/format will fulfill his requirements while suiting your needs and move on to Task 12.3.

Task 12.3 Communicate Format, Frequency and Nature of Reports, With Justification

Once you have evaluated what style and format would best suit your project while meeting your client's needs for reporting your progress, communicate your ideas to him, along with your justification for selecting that type of report. Demonstrate to your client the integration of outcomes, interim objectives and terminal objectives in your reportiong plan. Move on to Task 12.4.

Task 12.4 Modify Proposal Components

How must you modify your time-line, FFD, and proposal narrative to include your reporting activities?

Are any changes required?

Must you evaluate outcomes and communicate those to your client via a report before continuing with the remainder of the project?

Will your reports necessitate interim decisions from your client before completing the consultation?

Will the style/format of your reporting require alteration of your other proposal/project components?

audio-visual package which the client might use with field representatives or branch offices.]

Your written proposal should specify the nature and extent of the reporting and/or dissemination plan you will follow. It should also indicate what, if any, checks or reviews your client will have in this process. It may be quite helpful to your client (and to your success in marketing) to include an outline of the proposed final report in your proposal document. Move on to Step 13.

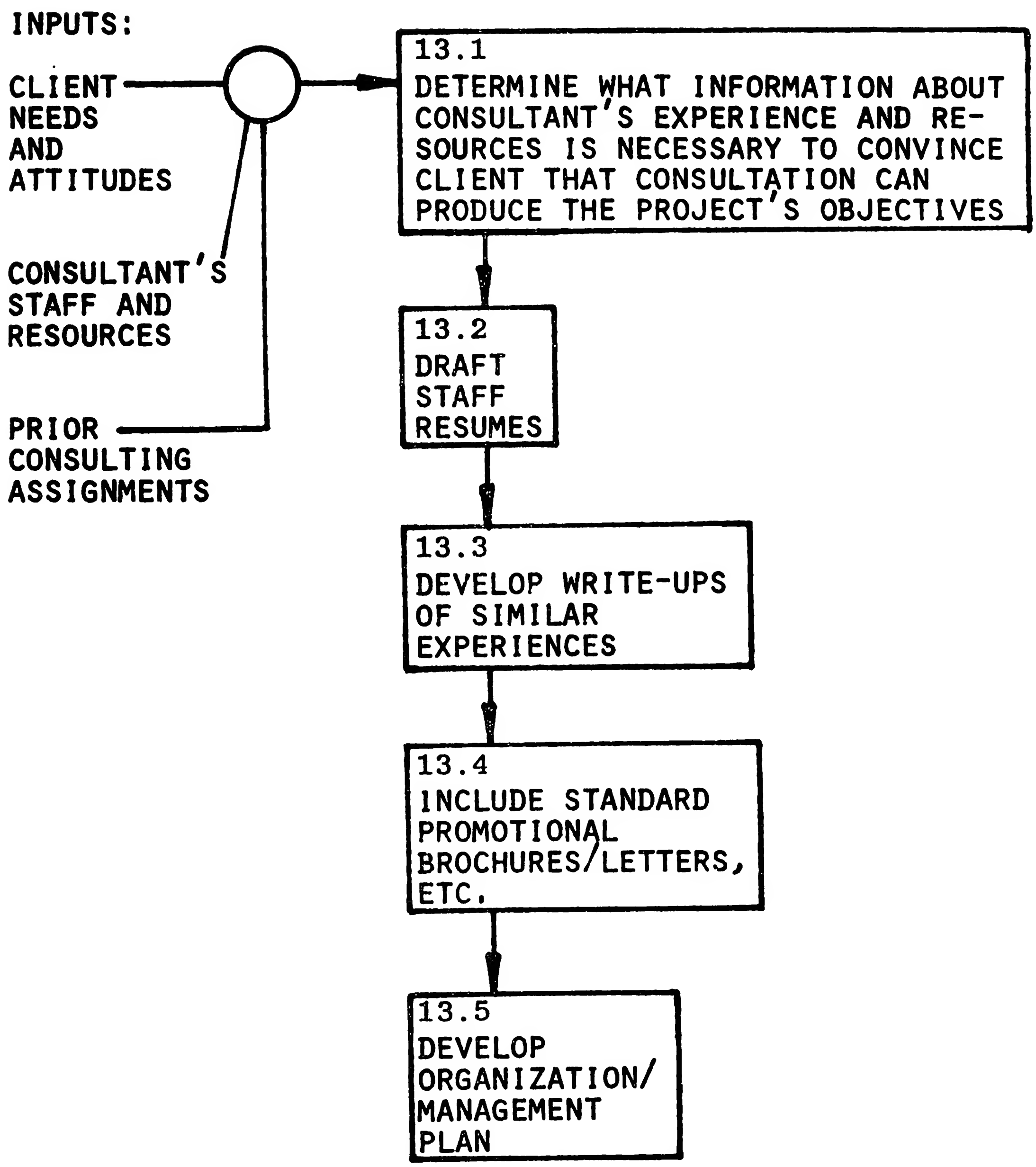
audio-visual package which the client might use with field representatives or branch offices.]

Your written proposal should specify the nature and extent of the reporting and/or dissemination plan you will follow. It should also indicate what, if any, checks or reviews your client will have in this process. It may be quite helpful to your client (and to your success in marketing) to include an outline of the proposed final report in your proposal document. Move on to Step 13.

Figure 14

DEVELOP CAPABILITIES SECTION

STEP THIRTEEN BREAKS DOWN INTO THE CHARTED TASKS, BELOW:



STEP THIRTEEN: DEVELOP CAPABILITIES SECTION

The objective of Step 13 is to lend credibility to and market the consultant's services.

Tasks in Step 13 are: Determine what information about consultant is necessary to convince client; develop staff resumes; develop write-ups of similar projects; include standard promotional information; develop organization/management plan.

Task 13.1 Determine What Information is Necessary

The Capabilities Section of the proposal is to convince the client that you have the experience, resources, staff and expertise necessary to make his problem(s) go away.

> How much convincing will it take (on your part) to influence your client's decision to utilize your services?
>
> What information can you communicate to him, about your past experiences, that will underscore your suitability for this consultation?

Decide how much and what information you will require in selling your client on your abilities and include those components of Tasks 13.2 through 13.5 that will enhance your marketability in your client's eyes.

Task 13.2 Develop Staff Resumes

Will you work this project alone, or will you bring in part/all of your staff to work on the consultation?

If you will have members of your consulting staff present during the project, this Task facilitates development of a set of standard staff resumes which highlights past experiences, activities and education of your staff members that are directly applicable to the proposed project.

Have you devised a standard format for your staff's resumes?

Do you review these resumes to ensure that only pertinent information germane to this project, for this client, is included?

Have you edited staff resumes to delete unnecessary verbiage, and/or inapplicable background information?

Are the set of resumes your staff has developed easy to read?

Is the information formatted so that the client will immediately grasp the applicable experience of your staff members, as it relates directly to his problem(s)?

Consultation Staff Statement of Capability. Previously, we noted that you should communicate to your potential client the kinds of capability and resources which will serve the client in the course of the consultation. It has become quite common to do this in the

very last section of the written proposal, for good reason. This placement of capabilities prevents the proposal bid or price from becoming the last section of your written proposal. After you have explained all the wonderful things you'll do for the client, and demonstrated the management capability you possess, it is useful to soften the impact of which demonstrates that all tasks within the project will be properly executed.

The Statement of Capability usually includes:

- A statement of the consulting firm/organization's approach, resources and talents; and
- Specific resumes of the key personnel who will contribute to the client's project.

Usually, your brochure will serve as an adequate statement of the consulting organization's capabilities, however, for individuals involved, a resume will be helpful to further inform the client of your expertise.

Staff resumes should be completed in a standard format. This section should not appear as though you ran wild through the files at the last moment to piece together a patchwork of staff capabilities. You must appear as organized within your own firm as you wish to appear to the client throughout your entire proposal. The last thing you want the client to feel, upon reading the resumes of your staff, is that you threw together anything you could find on your personnel to pad the

proposal. Therefore, development of a standard format is highly desireable. Have staff members prepare their own resume within the limitations of your standard format. All staff should update these resumes every six months.

Here's a sample format for staff resumes:

STAFF RESUME FORMAT

NAME ______________________________

TITLE ______________________ DEPARTMENT ______________

YEARS OF PROFESSIONAL EXPERIENCE (Count College and Graduate School)

PRIOR EMPLOYMENT RECORD:

EMPLOYER	POSITION	RESPONSIBILTY

ACADEMIC ACHIEVEMENTS:

INSTITUTION	DEGREE	DATES

PUBLICATIONS:

(APPEARED IN)	DATE(S)	PAGES

CURRENT RESPONSIBILITIES

____

____

____

PROJECT EXPERIENCE

____

____

____

HONORS AND AWARDS

Task 13.3 Develop Write-Ups of Similar Experiences

> Have you ever performed a consultation in which you solved basically the same problem(s) that you face with this client?
>
> Would a write-up or report of the outcomes of that project enhance your marketability?
>
> Would that write-up convince your present client that you can solve his problems because you have faced similar situations successfully in the past?
>
> Would such a report or write-up serve to meld the client organization to your consulting organizations?

Include whatever past experiences that will build your reputation in the eyes of your client and move on to Task 13.4

Task 13.4 Promotional Brochures, Letters, Etc.

> What promotional brochures do you have available that will also serve to convince your client of the suitability for this assignment?
>
> What letters of thanks and/or congratulations have you received from past clients that would also build your present client's confidence in your abilities?

Include whatever information is germane and helpful and move on to Task 13.5.

Task 13.5 Develop Organization/Management Plan

You have presented your client with some fine ideas as to how you can address and resolve his problem(s).

> **Your suggestions intimate that you can make his problem go away, but how is he to know that your consultation will take your good ideas and employ them systematically, to generate solutions?**

Your organization/management plan will convince that results-oriented client that you have the organizational and management skills necessary to implement your ideas and then bring them to fruition.

> **Have you developed an organization/management plan for previous clients?**
>
> **Will this plan be suitable for your current needs?**
>
> **If not, what modifications must you make to tailor the plan to this client?**

Make any/all appropriate alterations.

Consultation/Project Management Plan and Organization Plan are very important because they contain information that enables the reader/reviewer to assess your qualifications. The Management Plan is particularly crucial for the larger consulting organization. The prospective client of the larger firm may well feel that the individual(s) proposing the work may have limited, if any involvement in its execution.

It must be demonstrated that the consultation will be conducted by individuals who have a strong probability of understanding client needs and working in a harmonious fashion within the client's administrative structure.

The Management Plan also serves to demonstrate that the consultant has far more than just good ideas. There are many creative people around, but their ability to generate results is limited by their poor management. An effective Management Plan should put to rest the notion that you may be of one of these people.

The Management Plan should include:

- *A description of the administrative structure of the project/consultation which includes a detailing of any key positions and the associated responsibilities and duties.*

- *A description of the organizational structures which will serve as a connective link between the consultants working on the project and the client's organization. (In a larger consulting firm, the linkage between the consulting organization and the specific subset of individuals working on the consultation should also be demonstrated.)*

- *Estimates of the personnel loading that you anticipate in connection with the conduct of the project/consultation.*

- *A description of the background and qualifications of the personnel who will be assigned to the consultation.*

- *A description of any individuals or outside firms/agencies that you plan to use or maintain an interface with, including outside consultants, sub-contractors, third party evaluators and/or job shops.*

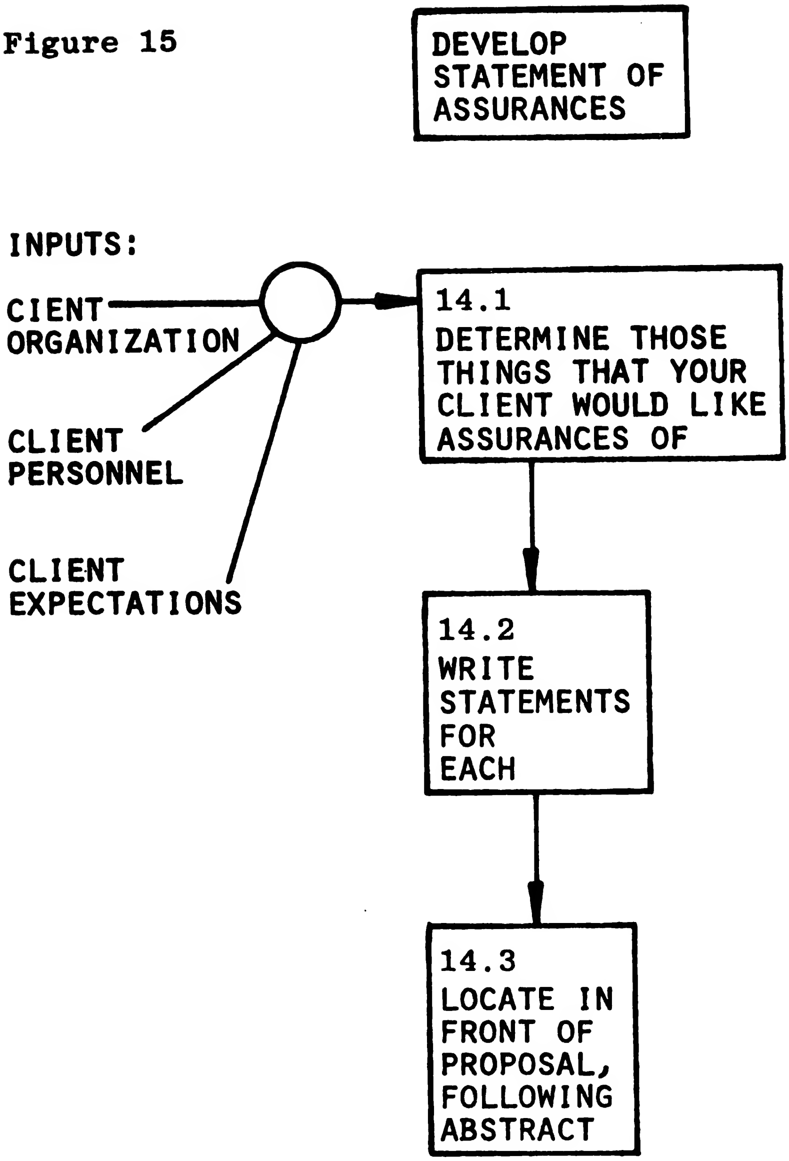
One of the best means of communication about the project organization is to create an organization chart which shows the lines of authority and responsibility and reflects the interrelationships within and between your

consulting organization and the client's organization.

In communicating to your client the nature and extent of qualifications which the assigned staff of the project will have, the most comfortable procedure will be a set of resumes. These resumes should differ from the standard "job seeking" resume, in that the objective of each should draw out and embellish those qualities within the background of each staff member which particularly address the client's needs. **Move on to Step 14.**

Figure 15

STEP FOURTEEN BREAKS I
INTO THE CHARTED TASKS
BELOW:



STEP FOURTEEN: DEVELOP STATEMENT OF ASSURANCES

The objective of Step 14 is to draft a complete Statement of Assurances for your client.

Tasks in Step 14 are: Determine Assurances to give client; write statements for each; and place Statement of Assurances beind proposal abstract.

Task 14.1 Determine Assurances for Client

> What reassurances do you think your client would like to have, in writing, (as part of your proposal) that you can and will solve his problem(s) without creating any new fires he must fight?
>
> During your meetings with your client, have you identified any areas in which he feels particularly skeptical about your ability to resolve a problem/fill a need?
>
> Has your client voiced any concern over the legalities involved in your consultancy?
>
> Has he mentioned apprehension over your accordance, as one of his subcontractors, with federal regulations to which he is subject?

Determine all the apprehensions your client may have regarding your consultancy, and address these in Step 14. Identify these areas of anxiety and move on to Task 14.2.

Task 14.2 Write Statements of Assurance

Reassure your client, in writing, regarding each of the areas of apprehension that you have identified. Ask your client, outright, if there are any questions, problems, anxieties or apprehensions that he may have, which you have yet to discuss. Once these are brought to light, write a statement of assurance that addresses and resolves each. Move on to Task 14.3.

Task 14.3 Location of Statement of Assurances

This Task is merely a direction to locate the Statement of Assurances directly behind your Proposal Abstract, so that it is readily available to your client when he reviews your finished proposal.

The Statement of Assurances is the place within the proposal which allows you to specify the working conditions and practices you will employ in this particular consultation. It is a professional touch which communicates to the client information which will serve to reduce any hesitancy the client may experience. It provides a strategic defense against any who might argue against your proposal but who lack substantive reasons as to why your proposal should not be accepted.

The Statement of Assurances should not contain any startling revelations. It will assure your client about such things as:

- *The procedures specified represent, in your professional estimation, the most cost effective approach possible consistent with the client's objectives.*

- *There are no law suits or judgements pending against you.*

- *All your costs are true and reasonable estimates and that you have no outstanding proposals which reflect more favorable fees or cost estimates.*

- *You do not discriminate in hiring.*

- *You self-insure and hold your client blameless and will defend any lawsuits.*

Your Statement of Assurances should conclude with the signature of the highest official of your consulting practice and be dated. **Move on to Step 15.**

Figure 16

DEVELOP APPENDICES AND SUPPORT DOCUMENTS

STEP FIFTEEN BREAKS DOWN INTO THE CHARTED TASKS, BELOW:

INPUTS:

PROPOSAL CONCEPT

CLIENT'S NEEDS AND EXPECTATIONS

CONSULTANT'S RESOURCES AND PAST EXPERIENCES

15.1
DETERMINE IF THERE ARE ANY DOCUMENTS/MATERIALS AVAILABLE THAT ARE NOT ESSENTIAL TO YOUR PROPOSAL WHICH MIGHT ENHANCE IT AND/OR BE OF INTEREST TO SOME READERS

15.2
REWRITE THESE DOCUMENTS AND/OR INCLUDE AS IS, AS AN APPENDIX TO THE PROPOSAL DOCUMENT.

15.3
IDENTIFY APPENDICES IN TABLE OF CONTENTS AND IN PROPOSAL TEXT, AS APPROPRIATE

STEP FIFTEEN: DEVELOP APPENDICES/SUPPORT DOCUMENTS

The objective of Step 15 is to provide any necessary/ favorable support data.

Tasks in Step 15 are: Determine what available documents will enhance your proposal; alter/rewrite or include these as is, as an appendix; identify appendices in proposal table of contents, as appropriate.

Task 15.1 Determine Availability of Additional Material

What materials and/or documents are available to you, that are not essential to your proposal, but would nonetheless, enhance it when read?

Have you any previously drafted final reports from past consulting assignments that would demonstrate your level of accomplishment and capabilities to a current client?

Have you any past survey instruments that would be of interest to the readers of this proposal?

Have you published any articles as a result of a past assignment that would impress your readers and enhance your marketability in the present situation?

Have any articles been written about you and/or your consulting that would be useful?

If the present client wishes to have another consultant perform the evaluation of your work, would it be advantageous for you to enclose a copy of that proposal, as an appendix to your document, so that the readers could review both

proposals, together?

Would this enhance the continuity of the entire project?

Determine what documents you wish to include and move on to Task 15.2.

Task 15.2 Prepare Documents for Inclusion

Do you have to rewrite any of the supporting documents you wish to use, or can you include them as appendices, as is?

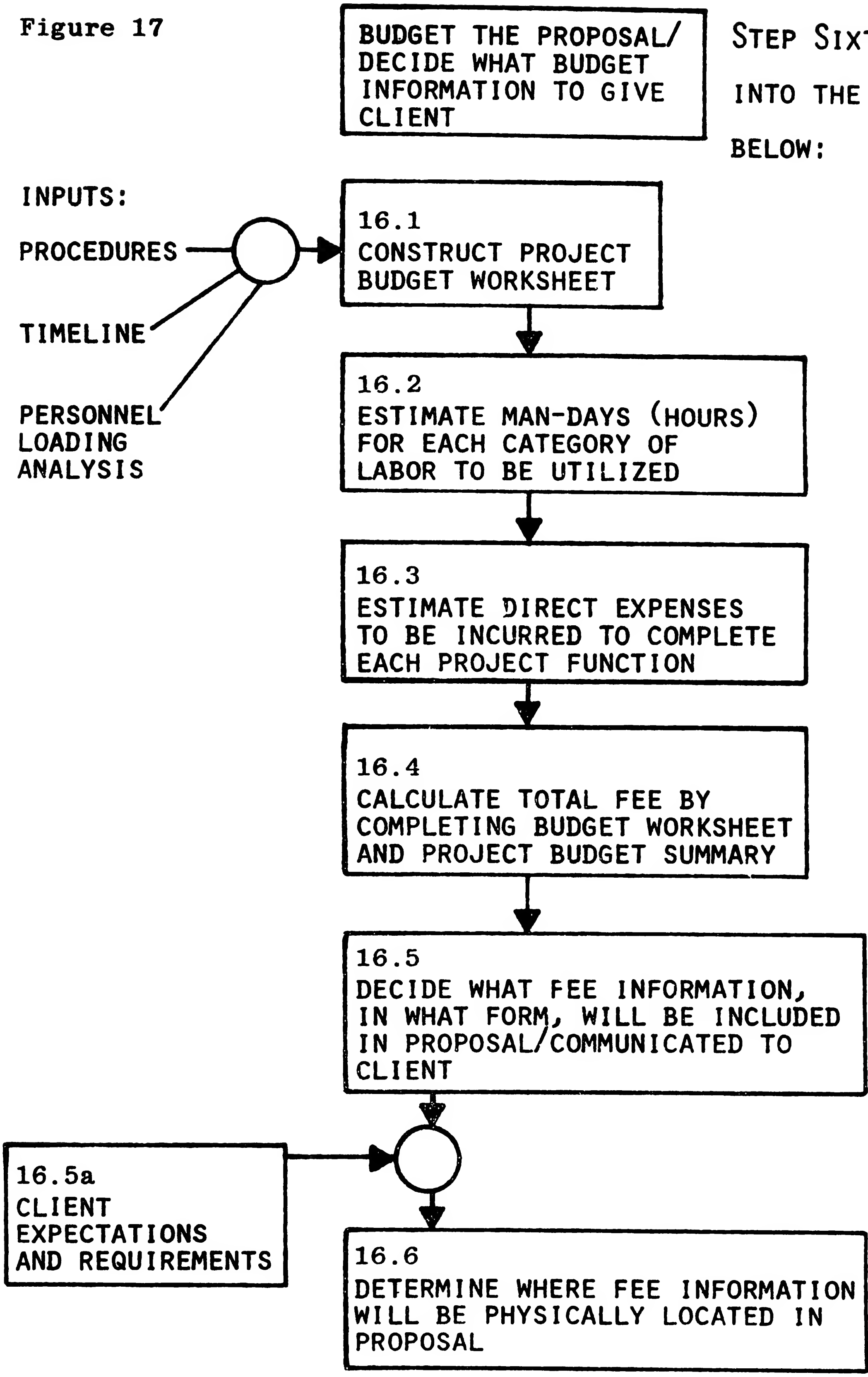
Make any alterations necessary and move on to Task 15.3.

Task 15.3 Identify Appendices in Table of Contents

If you do include supporting documents as appendices to your proposal, be sure to list these in your proposal's Table of Contents, and also, wherever applicable in the text of the proposal. Move on to Step 16.

Figure 17

STEP SIXTEEN BREAKS DOWN INTO THE CHARTED TASKS, BELOW:



STEP SIXTEEN: DEVELOP PROJECT BUDGET/DISCLOSURE STRATEGY

The objective of Step 16 is to determine project cost/ profit and generate client fee.

Tasks in Step 16 are: Construct project budget worksheet and summary; estimate man-days (hours) for each category of labor to be utilized; estimate direct expenses to be incurred for each project function; calculate total fee by completing budget worksheet and summary; decide what fee information to communicate to client and in what form-after considering client expectations and requirements; and determine where fee information will be physically located in proposal.

To calculate your approximate costs for your proposed project, construct a project budget worksheet. List all the functions, direct labor costs and direct expenses you will incur. Estimate the number of man-days or man-hours necessary to complete each function within the project, and then determine the category of labor that will be tasked with that job.

See Chart Next Page

FUNCTION

#	FUNCTION NAME(S)	DIRECT LABOR/RATE						DIRECT EXPENSES							
		High Level:$120/day	Mgmt. Level:$90/day	Jr. Level:$70/day	Clerical:$40/day	Art:$45/day	Staff Analyst: $130/day	Air Fares	Telephone	Xerox	Hotels	Postage	Car Rentals	Misc.	
1															
2															
3															
4															
	Total Number of Days														
	Total Labor Costs														
	Total Direct Expenses														

Task 16.1 Construct Project Budge Worksheet (PBW)

To calculate your approximate costs for your proposed project, construct a project budget worksheet. Using a large sheet of drawing paper for your rough, split the page into vertical thirds and list each project function (by chronological number and function name), direct labor costs and direct expenses, from left to right. First, number and list by name, each of the functions you propose to complete within your consultancy, under the Function heading in the left column. Next, divide the middle section, Direct Labor, into the categories of personnel you will need to complete the functions listed. If you're utilizing your own staff, you'll list them here by job category. Finally, split the right hand column, i.e., Direct Expenses, into columns which list each direct expense, such as phone, air fares, xeroxing, etc.

Below the Functions column, list totals for days needed, dollar amount of labor, and total direct expenses. Then move on to Task 16.2.

Task 16.2 Estimate Man-days (hours) Necessary to Project

Above, you've constructed the blanks on the Project Budget Worksheet, now you'll fill them in with your best estimation of how many man-hours (days) it will take to complete each listed function within the project.

How many days/hours will surveying of client data require?

How long will it take to interview client personnel?

Will this have to be performed by a trained psychologist, or can a staff member with less education and at a lesser rate of cost perform the same task with a standarized questionaire?

Ask yourself these questions for each of the functions you've listed, write down your initial estimations and move on to Task 16.3

Task 16.3 Estimate Direct Expenses

What will your direct expenses be?

Phone?

Air fares?

Xerox?

Hotels?

List each of these and your estimations for the cost of each and move on to Task 16.4.

Task 16.4 Calculate Total Fee: Complete PBW and Summary

To complete your Project Budge Worksheet, enter all the data remaining, and compute totals for each category. Afterwards, you may find it helpful to transfer your totals

and the category headings onto a Project Budget Summary, which is a one page summarization of the figures and titles of categories that you compiled on your PBW. You may wish to submit the Summary with the proposal, if you feel that it would be to your advantage to quote a fixed price fee without itemizing the contributing costs, which is basically the design of the PBW.

The Summary might look like this:

DIRECT LABOR			
____________	________	$6,480	
____________		$_____	
____________		$_____	$XXXX
OVERHEAD			
( )____________			$XXXXX
DIRECT EXPENSES			
____________		$836.	
____________		$593.	
____________			
____________			
____________			
____________		_____	$XXXX
SUB-TOTAL			$XXXX
PROFIT			$XXXX
TOTAL FIXED PRICE			$17,960.00

Move on to Task 16.5.

Task 16.5 Decide What Fee Information to Give Client

Upon completion of your PBW and Summary, you must decide what fee information you wish to communicate to the client and in what format. The type of organization you're dealing with may contribute to that decision to some extent. Consider client expectations/requirements. For example, if you're submitting to the federal government, you'll probably be required to submit a very detailed, line item by line item breakdown of your budget.

If you're submitting to a private client, you may wish to give him only the fixed price figure. Whatever you decide, put your final figures in that format and move on to Task 16.6.

Task 16.6 Determine Physical Placement of Fee

> Where should you place your fee in your proposal?

Consultation/Project Price/Bid. The fee you will charge the client is most often introduced into the proposal at this time. Depending upon the distribution pattern that your written proposal will receive in the client's organization, yiu may wish to include the price/bid here or place it in a confidential letter which will

travel along with your formal proposal as a separate document.

(Insert any further information re the communication of the price/bid to the client, in the proposal, here.)

(Question: do you want to include the step by step procedure for estimating the fee which should be charged?)

The following examples may aid you in establishing costs.

See Example Next Page

PRICING SHEET

DIRECT LABOR		
Senior Professional Personnel 11 Days at $175.00	$1925	
Junior Professional Personnel 10 Days at $120.00	1200	
Staff Analyst 5 Days at $75.00	375	
Secretarial 9 Days at $50.00	450	
TOTAL DIRECT LABOR		$3950
OVERHEAD (130% OF Direct Labor)		5135
DIRECT EXPENSES		
1. Air Fares (3 x $101) (2 x $98) (1 x $46)	545	
2. Automotive Mileage (700 mi. x .185)	400	
3. Consultants: R. Londs, Ph.D. ($500 per day)	1000	
4. Entertainment	250	
5. Per Diem (10 days $100)	1000	
6. Postage	225	
7. Printing and Photocopying	600	
8. Rental Cars	325	
9. Telephone	150	
10. Misc.	400	
TOTAL DIRECT EXPENSES		$4625
SUBTOTAL		$13,710
PROFIT (20%)		2,742
TOTAL FIXED PRICE		$16,452

FULL TIME CONSULTANT

DAILY LABOR RATE = $200.

EXPECTS TO BILL CLIENTS 15 DAYS A MONTH

Overhead

	Monthly	Annual
CLERICAL ($1525)...........$	425	$ 5100
OFFICE RENT.................	525	6300
TELEPHONE...................	175	2100
POSTAGE & SHIPPING.........	90	1080
AUTOMOTIVE..................	285	3420
EMPLOYMENT TAXES...........	450	5400
PERSONNEL BENEFITS.........	550	6600
INSURANCE...................	75	900
BUSINESS LICENSES AND TAXES.	55	660
MARKETING		
DIRECT.......$275.00		
PERSONNEL.... 800.00	1075	12900
PROFESSIONAL DEVELOPMENT...	80	960
DUES AND SUBSCRIPTIONS.....	45	540
PRINTING AND PHOTOCOPYING..	50	600
STATIONERY AND SUPPLIES....	75	900
ACCOUNTING AND LEGAL.......	100	1200
PRACTICE MANAGEMENT........	100	1200
OTHER EXPENSES.............	150	1800
TOTAL OVERHEAD	$4,305	$51,660

THE OVERHEAD RATE: EXAMPLE 1

$51,660 = Total annaul overhead

---

180 = No. of days for which it is expected clients will be billed

= $287 Daily overhead charge

$200 Daily labor rate

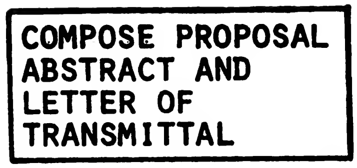
= 143.3% Overhead rate

DAILY BILLING RATE:

Daily labor......................	$200
Overhead (143.5%)...............	287
	$487
Profit (23.2%)...................	113
Daily billing rate...............	$600

Move on to Step 17

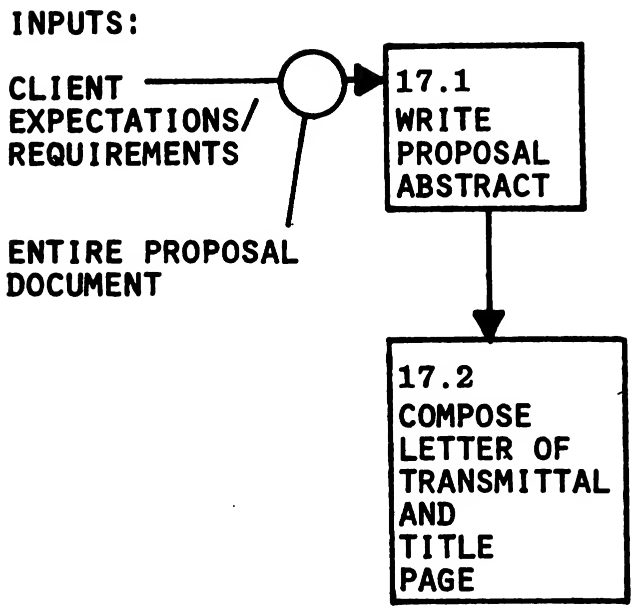
Figure 18



STEP SEVENTEEN BREAKS DOW

INTO THE CHARTED TASKS,

BELOW:



STEP SEVENTEEN: COMPOSE PROPOSAL ABSTRACT/LETTER OF TRANSMITTAL

The objective of Step 17 is to write the Proposal Abstract and compose the Letter of Transmittal.

Tasks in Step 17 are: Write proposal abstract and compose letter of transmittal.

Task 17.1 Write Proposal Abstract

You've completed your entire proposal. The final remaining component of that document is your proposal abstract, or summary of the contents of the proposal. Your client or his readers may not want to read the entire proposal at the first sitting. They may prefer to move directly to the budget, your procedures, or statements of goals or objectives; you have no way of knowing.

Before a reader dives into the middle of your proposal document, however, it would be very helpful for that person to have an overview or general idea of the purpose(s) and outcomes of your project. This is the function of the proposal abstract. In one to three pages, you summarize your entire project, which serves to introduce the subject of your consultancy as well as giving

the reader the "big picture" before he focuses his attention on any one component.

Be brief! Always reember that your readers are impatient. It is far better to give them a general idea of the entire project in the abstract than to kill them with detail. Your objective in the abstract is to summarize and spark interest, not to overwhelm with voluminous facts and figures. Use your procedures and statements of needs, goals and objectives to encapsulate your project. Make the pill small enough to be swallowed.

The Proposal Abstract should be written after the proposal is completed. Limit it to one page, single spaced. Words should be selected with great care, as they must communicate more efficiently than the body of the proposal. Abstracts should be a summary of the proposal document which emphasize the outcomes, results and benefits of the proposal and treat procedures to be used in the course of the consultation in the most general sense. The Abstract should not contain any controversy, discussion of cost (of the consultation) or attributes of the consultant.

Task 17.2 Compose Letter of Transmittal and Title Page

The Letter of Transmittal formally conveys the proposal document from the consultant to the client organization.

The letter should be concise and should precisely specify the contents of the proposal package. Think of the Letter of Transmittal as the packing slip for your proposal. It should clearly state, in summary fashion, the set of experiences or events which have resulted in the proposal being submitted. Mention the pre-proposal meetings, conferences, letters, etc. The point is simple; place the proposal being presented in context of the history of your communications with the client.

The Letter of Transmittal should clearly communicate your high level of commitment. Your client will be sensitive to the fact that any other business you have in-house may hinder your effort on his behalf. Set the client's mind at ease, by committing your time, your schedule and especially your interest in him and his problems. Inform the client that this piece of work is of the highest priority to you and your consulting practice. If you have others working on this proposed consultation, be sure to indicate that you will take steps (establish controls, etc.) to maintain a total organizational commitment.

The Title Page of your proposal is the means by which it will be referenced in the client organization. It should contain: Name/Title of the Project or Consultation; Date of Submission to the Client; Name of the Client

to Whom Submitted (and in case of the client being an organization, the name of the individual recipient and his title); Name of the Consulting Organization and/or your Mane and any Restrictions.

Make the title short and descriptive. You'll have to live with this title for the duration of the consultation, so avoid cute words, overly complex words and words with questionable double meanings. Avoid acronyms, as they require constant explanation.

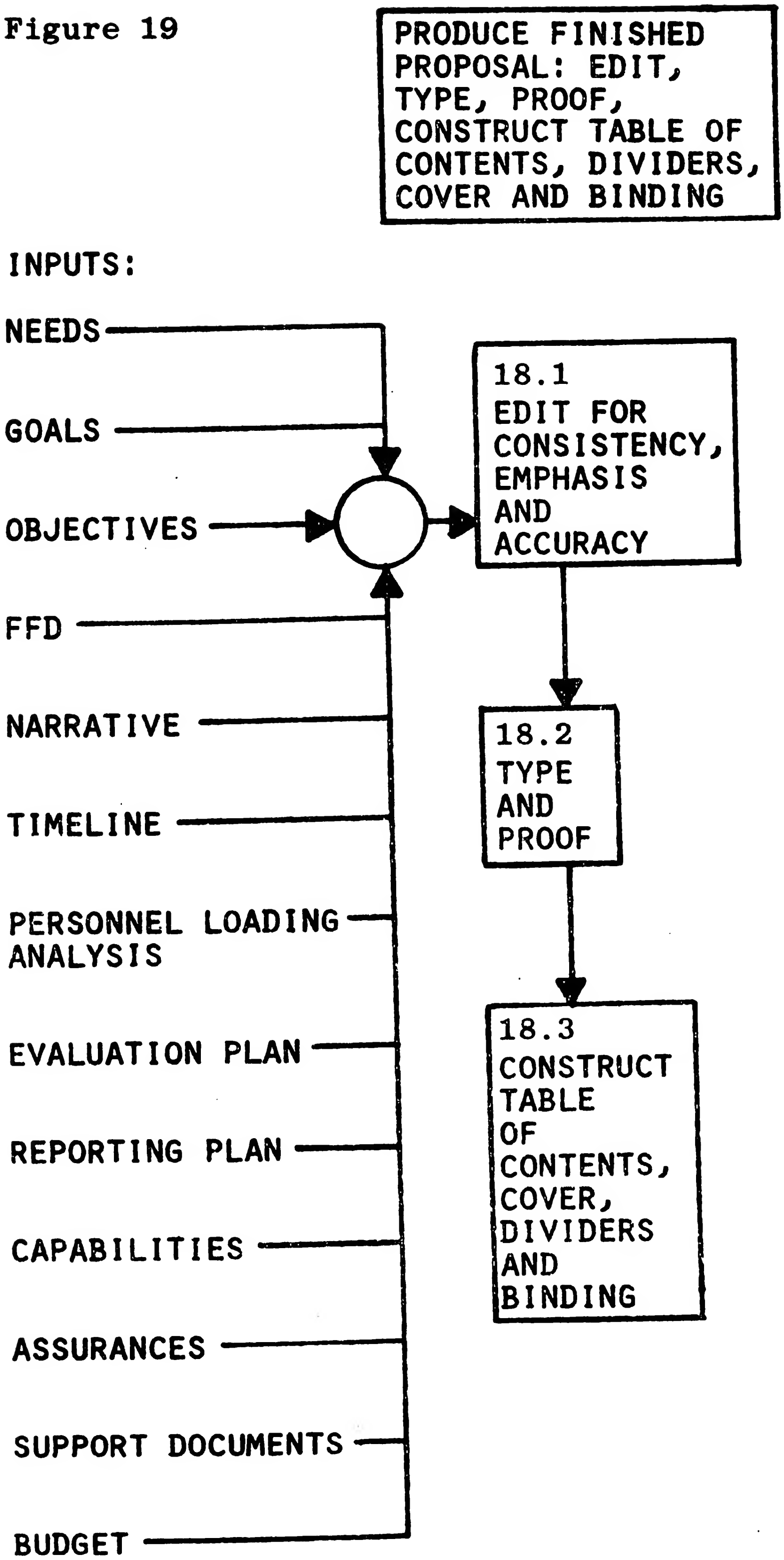
Just as with any other creative document, the title page should hold any restrictions about the distribution of your proposal or its contents to other parties. It may be useful to note the following:

> *This proposal contains ideas and descriptions which are considered to be of proprietary interest to (name of consultant/consultant organization). The contents of this proposal are intended for the exclusive review of and consideration by (name of client/client organization). Redistribution or subsequent disclosure of the materials contained herein is <u>not</u> authorized without the express, written permission of (name of consultant/consultant organization).*

Move on to Step 18.

Figure 19

STEP EIGHTEEN BREAKS DOWN INTO THE CHARTED TASKS, BELOW:



STEP EIGHTEEN: PRODUCE FINISHED PROPOSAL

The objective of Step 18 is to prepare the finished proposal for the client.

Tasks in Step 18 are: Edit for consistency, emphasis and accuracy; type and proof and construct table of contents, cover, dividers and binding.

Task 18.1 Edit Proposal for Consistency, Emphasis, Accuracy

It's obviously disfunctional to reassure your client, in the capabilities section and statement of assurances, that you have the ability, organization and management skills necessary to the project, if your finished proposal is rife with misspellings and grammatical nightmares. The best proposal in the world would be completely hamstrung by poor English usage, bad grammar or misspelled words.

Take the time now to edit and clear up any of these problems. You'll ensure that your message will be delivered to your client in a clear, crisp manner. Move on to Task 18.2.

Task 18.2 Type and Proof

Once you've edited your proposal, have it typed (or type it yourself). When you receive the typed manuscript, you must proofread it to ascertain whether the text is accurate and free from typographical mistakes. Just as an unedited proposal will destroy a fine presentation, a proposal that hasn't been proofed runs the risk of confusing the reader or even altering the intent of your statements with typos. Run through the typed version with your red pencil and your original as a guide. Correct and retype as necessary and move on to Task 18.3.

Task 18.3 Construct Table of Contents, Dividers, Cover and Binding

Now that you've put the proposal into it's final, typed form, all that's lacking is the packaging. Don't underestimate the value of the method with which you showcase your proposal. Think of the brand of beer that you buy. The stuff inside the can is all basically the same; the packaging is what attracts your eye and causes your hand to move to your wallet.

The same is true with the packaging you choose for yourproposal. First, construct a Table of Contents, to be located in the front of the text. Make it clear and asily referenced. Your readers may want to skip around

within your text, and a good Table of Contents will facilitate their easy grasp of your information. Remember that your readers are very probably very busy people, who don't have the time or patience to wade through a laborious dissertation of your ideas. Make the information easy to get to and easy to grasp. Then you're proposal will work hard, in your favor.

Dividers can aid your organization of the material presented. If they would be helpful to the readers, use them. The cover and binding should reflect your professional standards, without appearing too slick. This is another judgement call on your part. Consider what cover and binding would engender positive responses from your client and/or his readers. If you need some outside help with the art work, or if you have to generate a significant number of copies, a graphic arts company will be able to typeset and run your proposal copies as well as translate your approach to your client into an attractive, appealing cover and binding.

The Table of Contents is viewed by many as being a useless convention. Within the proposal however, nothing could be further from the truth. Perceive the Table of Contents as a road map through your proposal which uses interesting language to entice the reader to become involved. Wording such as "Problem Statement," "Antici-

pated Problems," and "Alternative Solution Concepts," will arouse reader interest just as newspaper headlines seek to involve the reader. In this context, the Table of Contents can serve a most useful purpose. It is also wise to remember that a proposal doesn't read like a novel. The reader may jump around to gather specific information. In that light, a Table of Contents will aid that reader by acting as a road map of your proposal.

Use this Proposal Checklist to test your documents for completeness.

HERE ARE SOME FACTORS TO RATE THE PROPOSAL ON.
SCORE 1 TO 7 ON YOUR PROPOSAL, WITH 7 BEING HIGH.

1 2 3 4 5 6 7 The proposal has a statement of assurances. It informs the client about what assurances/guarantees I make with respect to the quality of my services and the techniques and strategies I will utilize.

1 2 3 4 5 6 7 The proposal clearly states the need that the client has for my services. The proposal reflects that I have obtained all relevant and meaningful information possible from an interview with the client or the client's personnel. The proposal reflects independent thinking and evaluation of needs on my part. It reflects an assessment of needs based upon any available theory or literature on the subject. My identification of client needs is based upon suitable observations and is communicated in a way which is meaningful to the client.

1 2 3 4 5 6 7 The proposal contains both goals and objectives. General goal statements which suggest the direction and overall purpose of where my services will lead the client are presented. These statements of goal are communicated in such a fashion that they are timeless, general statements of purpose, never fully able to be achieved. In addition, I have provided my client with specific statements of objectives. These objectives communicate in precise and specific terms the expected results of my services. These objectives indicate, in language clear to the client, just exactly what it is that I expect to accomplish and sufficient supporting data so that the client will know the level of such accomplishments to be achieved. In addition, I have specified the circumstances, events which must take place to serve as evidence that the objectives have been met. These goals and objectives are clearly the goals and objectives that the client is expecting based upon our initial communications.

1 2 3 4 5 6 7 My proposal contains a specific technical plan or approach for meeting the objectives specified. I have taken care to inform the client, with precision, just how it is that the objectives will be met. I have not been too disclosive. I have not given away my services in advance of an agreement for compensation. Yet, it is clear to the client that the technical plan or the approach specified has the highest probability of meeting the objectives specified within the terms and financial constraints that the client is expecting. I have taken care to inform the client what things will not be accomplished by my efforts. My technical plan or approach reminds the client of the objectives and points out those instances in the plan which will

result in the objectives being met. I have pointed out the all important in-process accomplishments that enable future activities to take place. I have demonstrated how in-process results and benefits will be communicated to the client. I have demonstrated to the client the variety of different ways that the client or client's personnel will be able to impact the results of the consultation while it is in progress. I have demonstrated both in words and graphically just how the processes and techniques to be utilized will produce the anticipated results.

1 2 3 4 5 6 7 The proposal contains a specific timeline or schedule which clearly communicates to the client the sequence of events to take place during the provision of your services and the approximate times at which these events will take place.

1 2 3 4 5 6 7 Your proposal contains information on how you, or the client or even an external third-party will be able to evaluate the results of your services. The proposal contains identification of the specific events and circumstances which will serve toward the goals has been made. In addition, the proposal shows the specific criteria which will serve to indicate that a suitable level of accomplishment has been met as a result of your efforts.

1 2 3 4 5 6 7 The proposal contains a meaningful statement of capabilities which serves to identify the strengths and resources which you or anyone working for you or with you bring to the client's needs or problems. The statement of capabilities is not just a second communication of a tired old resume which the client may well have already seen. It is a fresh, involving and motivating piece of work. I

have removed all extraneous matter from the statement of capabilities so as to provide only information which will be of interest and use to the client in evaluating my services for this assignment/requirement. My statement of capabilities concentrates on my ability to produce results and bring about changes and accomplishments. I have taken care in being sure that I don't dwell on uninteresting past events concerning education or employment/professional appointments.

1 2 3 4 5 6 7 My proposal, or supporting documentation to the proposal, provides a clear and precise business plan. My client has full knowledge of what my services will cost, what expenses the client will be responsible for, and what obligations and requirements will be placed upon the client. A full and total explanation is made of all questionable items and I have taken care to provide all of the financial information which the client has requested. My business plan reflects my concern for the client's resources and demonstrates that I have requested direction from my client in finding out what kinds of financial information the client will require. If there are alternatives in terms of level or scope of service which might be appropriate, I have communicated these or provided a willingness to make adjustments on request. The client is very likely to find that the business plan is appropriate for the technical task at hand.

1 2 3 4 5 6 7 The proposal is attractive and interesting. It reads well, is nicely typed and invites readership.

1 2 3 4 5 6 7 I have written the proposal in such fashion that the client will be able

to find the information needed with ease. I have provided guidance, such as an index, to allow the client to enter and leave the proposal with ease.

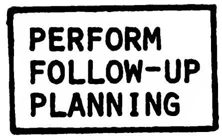
1 2 3 4 5 6 7 I have provided a comfortable avenue for the client to obtain additional information, if needed.

1 2 3 4 5 6 7 I have given recognition to the fact that others may also read the proposal and that others may be instrumental in the decision to retain my services.

IF YOUR SCORE TOTALS 72-84 YOU ARE PROBABLY DOING JUST FINE. A LOWER SCORE SUGGESTS A NEED TO IMPROVE YOUR PROPOSAL.

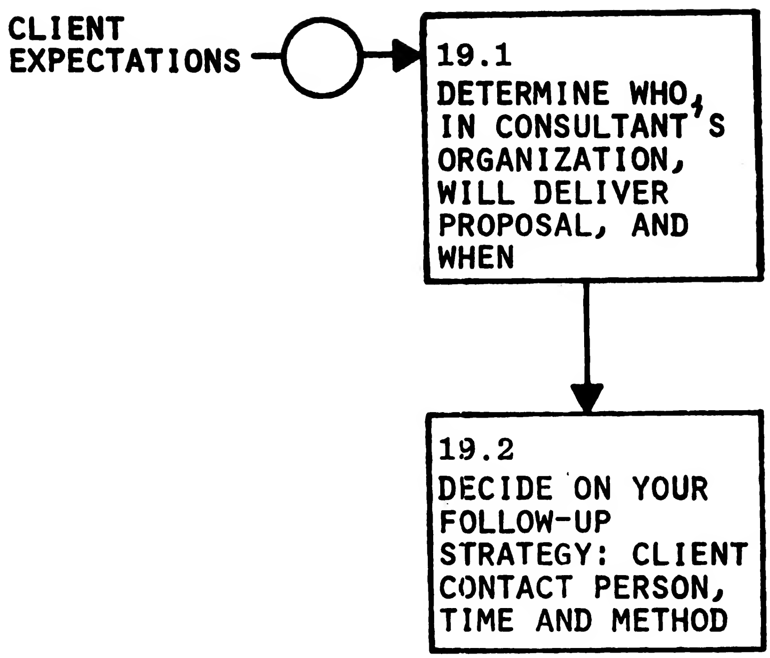
Move on to Step 19.

Figure 20



STEP NINETEEN BREAKS DOWN INTO THE CHARTED TASKS, BELOW:

INPUTS:



STEP NINETEEN: PERFORM FOLLOW-UP PLANNING

The objective of Step 19 is to determine who will deliver your proposal to your client, when, and what follow-up plans you will implement.

Tasks in Step 19 are: Determine person who will deliver proposal to client and when delivery will be made; also determine follow-up contact.

Task 19.1 Determine Who Will Deliver Proposal and When

Are you an independent consultant?

If so, would it be to your advantage to deliver the proposal yourself, or do you think that utilizing a messenger would be better?

When must the proposal reach the client?

Do you have a hard deadline to meet?

Decide who will deliver your proposal, when it will be delivered and move on to Task 19.2.

Tak 19.2 Decide on Follow-Up Strategy

Once your client receives your proposal, what next?

How long will you give your client to review your proposal and make a decision?

Will you simply wait for your client to recontact you, or have you decided on a set period of time for recontact.

Will you call him?

Who, within the client's organization, is your contact person?

Will that individual be the same person you will contact for follow-up?

How will you follow-up delivery of your proposal?

Will you recontact your client via telephone?

Would it be better to send a telegram?

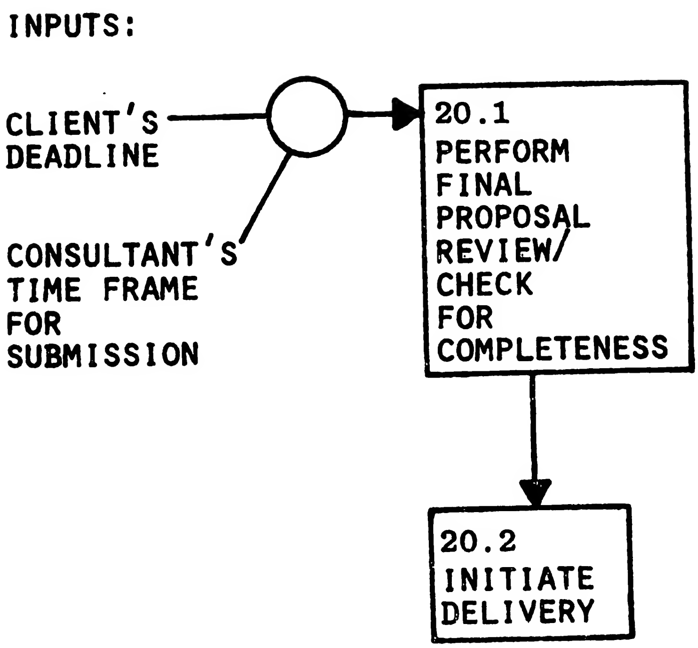
To visit the client in person?

Decide exactly what your course of action will be, once your proposal reaches your client and move on to Step 20.

Figure 21

DELIVER PROPOSAL TO CLIENT

STEP TWENTY BREAKS DOWN INTO THE CHARTED TASKS, BELOW:



STEP TWENTY: DELIVER PROPOSAL TO CLIENT

The objective of Step 20 is to deliver your winning proposal to your client, in a timely fashion.

Tasks in Step 20 are: Deliver proposal

Task 20.1 Deliver Your Winning Proposal

It's finished! Congratulations, you've constructed a vigorous document which reflects your consulting expertise, technical knowledge and personal style. Make sure that all your components are properly positioned within the cover and binding.

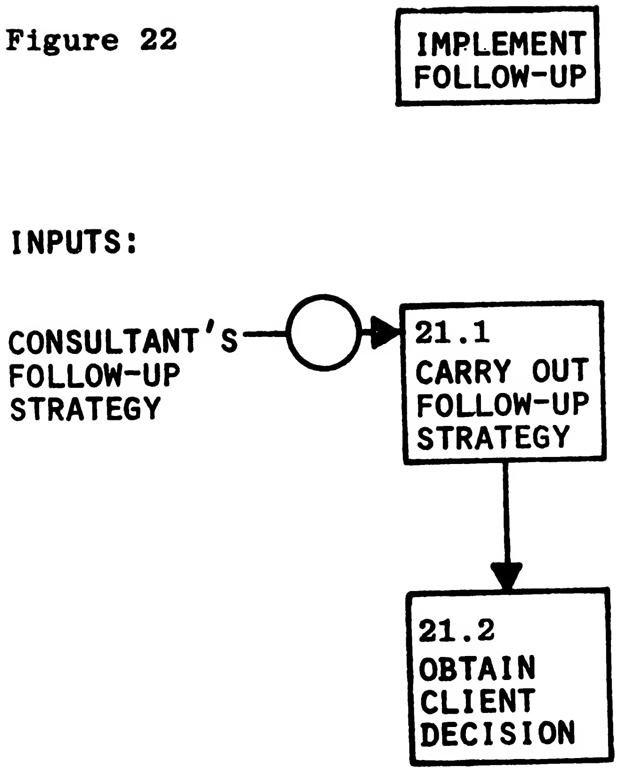
Is everything complete?

Have you forgotten anything?

If not, deliver the proposal. Good luck! Move on to Step 21.

Figure 22

STEP TWENTYONE BREAKS DOWN INTO THE CHARTED TASKS, BELOW:



STEP TWENTY-ONE: IMPLEMENT FOLLOW-UP

The objective of Step 21 is to implement your follow-up strategy and obtain your client's decision on your proposal.

Tasks in Step 21 are: Carry out follow-up strategy; and obtain client's decision re your proposal.

Task 21.1 Carry Out Follow-Up Strategy

Your client has received your proposal, you've waited a suitable amount of time for him to digest your material, and now you must carry out the follow-up strategy you devised in Step 19 during your follow-up planning.

Task 21.2 Obtain Client's Decision

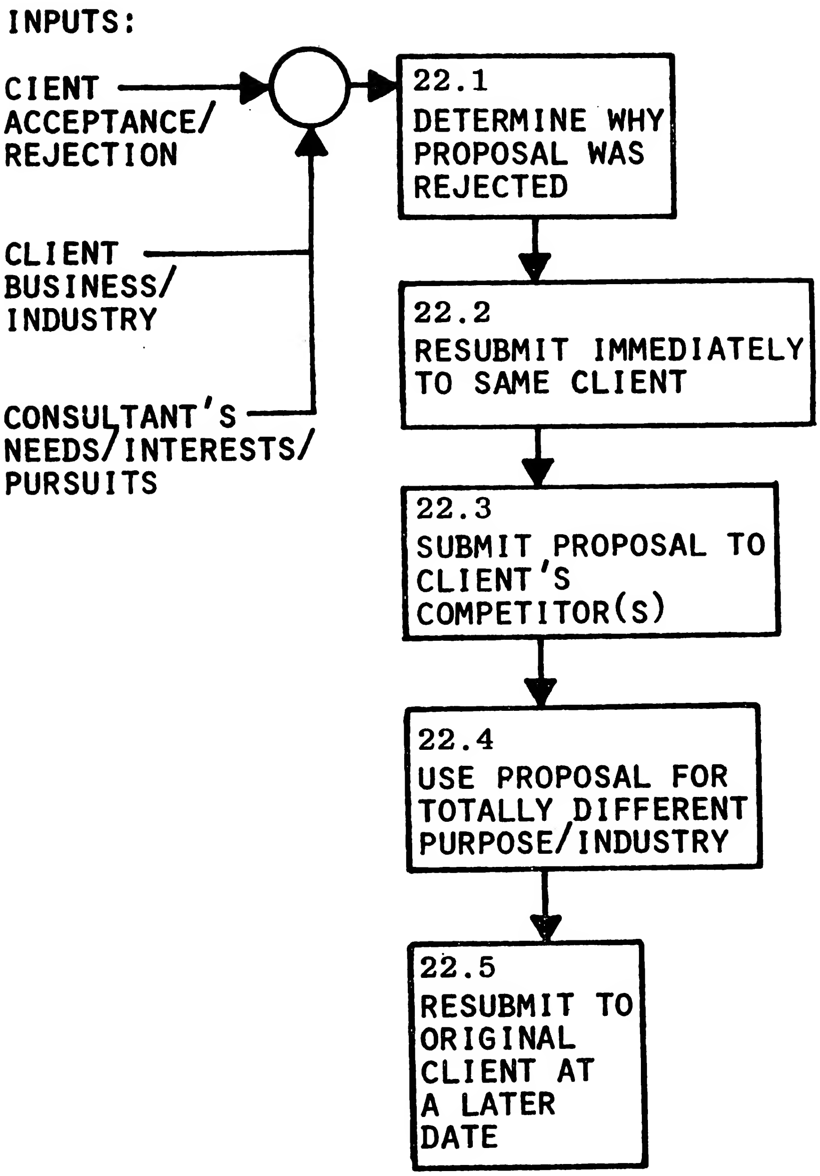
What did he say?
Was your proposal accepted?

If so, you'll begin your project for this client. If not, move on to Step 22.

Figure 23

GET MILEAGE OUT OF YOUR PROPOSAL

STEP TWENTYTWO BREAKS DOWN INTO THE CHARTED TASKS, BELOW:



STEP TWNETY-TWO: GET MILEAGE OUT OF YOUR PROPOSAL

The objective of Step 22 is to get as much mileage as possible from your proposal.

Tasks in Step 22 are: Determine why proposal was rejected; resubmit immediately to same client; submit to client's competitor(s); employ proposal for entirely different purpose; or resubmit to same client at a later date.

Task 22.1 Determine Why Proposal Was Rejected

Why didn't your client offer you the consulting assignment?

Was there some problem with a section of the proposal?

Did he simply decide that the problem(s) you outlined did not warrant immediate attention?

Task 21.2 Resubmit Immediately To Same Client

Discover the exact reason(s) why your proposal was rejected, correct the problem area(s) and resubmit the proposal to the same client, immediately.

Task 22.3 Submit Proposal To Client's Competitor(s)

Was your proposal to a client in the fast food

industry?

Aerospace?

Heavy industry?

Whatever business your client is in, the chances are that he has at least one major competitor and perhaps many. Those companies will share similar needs and problems. If your proposal was rejected by your first client because of an internal decision to ignore the problem(s) you outlined, perhaps his competitor will take a more positive view of solving those same problems and/or meeting like needs.

Investigate the other companies in the same indsutry who would be likely recipients of such a proposal and submit your proposal to them.

Task 22.4 Use Proposal For Totally Different Purpose

Have you identified a professional journal or magazine that wished to have an article or monograph of yours published?

If you can locate such a publication or if you can employ your proposal as a support document within another proposal package, do so.

Can you modify the existing proposal to address needs and/or problems of another industry?

Consider any/all of these alternative uses of the original proposal document.

Task 22.5 Resubmit Proposal to Same Client at Later Date

Your original client may have decided to live with his problems or needs unresolved when you first submitted your proposal. With the passage of time, he will have the opportunity to reflect on the suggestions within your proposal, and will also be able to watch the problems and/or needs you identified.

Have those problems compounded with time?

Are his needs more pressing now?

Time can be a valuable ally. You know that the clients problems and needs just won't dry up like evaporating water. If your estimation of his problems and needs was accurate, there is a substantial probability that they are at least as deleterious to his company, if not more so.

Resubmitting your original proposal may just strike the responsive chord in that client that wasn't hit the first time around. Don't neglect to employ this tack. It could result in a lucrative, rewarding consulting assignment.

I've heard it said many times that nothing will occur until the client is ready to buy. The consultant who stays around eventually gets the assignment. So, stick around awhile and let that hesitant client simmer.

NOTE: This Appendix is included to offer the reader actual proposals as examples of working documents. In both, all names, dates and any other references used for identification have been deleted, but the documents themselves were actually used in consultations.

They are included here to provide the reader with a logical transition from the theoretical discussion to consideration of working proposals.

APPENDIX

Section A - Letter Proposal

Section B - Formal Proposal

Pursuant to our conversation of September 24,1980, the following is the proposal of____________________(hereinafter referred to as_______) for establishing and operating a recruiting effort designed to acquire the services of a minimum of 5 qualified Telephony Software Engineers for____________________(hereinafter referred to as _______:

P R O P O S A L

(1) SCOPE. The plan involves______ assisting _______ with a thorough preparation of the positive aspects of living and working in Phoenix, Arizona; recruiting, interviewing, screening and qualifying candidates; conducting personal interviews when applicable; establishing "prime candidate" status; presenting candidates for final approval; assisting in closing negotiations with successful candiates; and establishing start dates.

(2) PLAN & REQUIREMENTS. _______ will develop a portfolio which will present all that____ and the area have to offer in a positive way.

We will require a plant visitation. While there, we will require scheduled meetings with key personnel.

You should have prepared:

(a) Complete job descriptions for current re-

cruiting assignments;

(b) A complete statement of relocation policy or assistance program, as well as any contractual requirements in connection with these policies; and

(c) A comprehensive explanation of wage, salary increases, benefits and advancement programs and schedule, as it applies or is required for the recruiting assignment.

(3) CHARGES & TERMS. To accomplish all of the above, ______ will require a retainer in the amount of $5,000 per month for each of the 2 months covered hereby and a like amount for each renewal month. The amount paid as a monthly retainer shall be applied against the service charge, as set forth below. For example, the service charge for the hire of an engineer is $9,000; therefore, the amount owed by ____ will be $9,000 minus $5,000.

The recruitment cost for the hiring of Telephony Engineers each at an average salary of $30,00 per our regular service charge schedule (copy attached) would be $9,000. However, our quantity discount to you will reduce this amount.

The schedule is as follows:

Should you hire:

1 - 2 Engineers	Standard Charge per Engineer
3 - 5 Engineers	15% Discount per Engineer
6 - 8 Engineers	20% Discount per Engineer
9 or more Engineers	25% Discount per Engineer

In addition to the professional service charge, we will expect ____ to reimburse ______ for reasonable and pre-approved expenses incurred in the course of this assignment.

Should ____ terminate any of its employees hired through ______ as a result of this assignment within the first 90 days of employment, ______ will make every effort to replace them at no additional charge to ___.

(4) TERM OF AGREEMENT AND CANCELLATIONS. This proposal will be in effect for a period of 60 calendar days from the date of receipt of the retainer and signed confirmation by______ . ______ agrees to present to____ a ________ minimum of 8 qualified and pre-screened Telephony Engineers during the period of the proposal, otherwise a pro-rated portion of the retainer will be refunded to

At the conclusion of said 60 days, the proposal may be renewed or extended by mutual agreement of the parties hereto.

(5) ______ retains the right of first refusual to all

candidates recruited during the period of the proposal. At the conclusion of the agreement, all candidates recruited by_____ and not employed by___ or in the process of being employed by____ become the property of_____ .

(6) Consultant shall not, during the term of this agreement or afterward use or disclose to____ detriment any confidential information whatsoever OBTAINED from or through____ as a result of work done pursuant to this agreement, nor display for any purpose any drawing, letter, report or any copy or reproduction thereof belonging to or pertaining to____ without written authorization from ____, unless such drawings, letter, or report has been previously published by_____ . The term confidential information used in this sub paragraph shall mean any device, process, method or technique originated by or peculiarly within the knowledge of___, and its representatives, employees, and those in privy with it, which is not available to the public and is subject to protection as property under recognized principles.

(7)_____ shall not divulge without the permission of _____ the terms and conditions of this agreement.

Either of the parties hereto may cancel this agreement on thirty (30) days written notice.

If the above set forth proposal is in accordance with your understanding of our agreement, please sign and

return the enclosed copy of this proposal, along with the first month's retainer, to our office.

By______________________________

By______________________________

Dated___________________________

Section B

CALIFORNIA STATE DEPARTMENT OF EDUCATION
VOCATIONAL EDUCATION SECTION

1. Project Number:

2. Date Funded:

ABSTRACT

3. TITLE OF PROJECT

A STATEWIDE CONSORTIUM TO CONDUCT INSERVICE TRAINING

TYPE OF PROJECT

4. PROGRAM CODE AND TITLE	5. SUBPROGRAM CODE

PROJECT DIRECTOR

6. NAME	7. POSITION	8. INSTITUTION OR AGENCY	
9. STREET OR DEPARTMENT	10. CITY	11. STATE	12. ZIP CODE

13. OFFICE TELEPHONE	AREA CODE	NUMBER	EXTENSION	14. HOME TELEPHONE	AREA CODE	NUMBER

15. NAME OF APPLICANT INSTITUTION OR AGENCY

16. BRIEF DESCRIPTION *(Write a brief description (not to exceed 500 words) of the proposed project: such as might be used in a brochure or by the Educational Resources Information Center (ERIC). Include sufficient detail to provide prospective participants with necessary information as to the project's focus and major components.) (If necessary, continue on reverse)*

Based upon an identified and documented common need for career and vocational education professional staff development a consortium of 19 California County Offices of Education was formed. This program provides inservice training activities for 674 participants through the provision of six four-hour workshops and three three-hour orientation and key administrator training activities. Six pre-workshop learning packages provide orientation, information passing and skill development practice exercises. This program:

- Serves the inservice professional development needs of career and vocational education personnel in local districts of 19 Counties.
- Utilizes demonstrated and proven inservice training approaches, procedures and materials.
- Is founded upon the desire to improve the effectiveness and strengthen the accountability of vocational education delivery systems in the participating counties.
- Involves over 650 participants including secondary level teachers, counselors, administrators, cooperative and work-experience education coordinators and other personnel related to the delivery of career and vocational education (e.g., special educators, community college personnel, media specialists).
- Is conducted at 19 locations within the state.
- Provides 51 participant training hours including 27 participant group workshop contact hours to each of 541 participants and 6 hours of special training for an additional 133 participants.
- Utilizes structured, interactive, problem solving small group workshops rather than formalized lectures and presentations. Workshops are led by expert trainers who facilitate learning and exercise problem solution by drawing upon the experience of participants.

(Continued on Page 2)

CVEPD-2

(Repeated from Page 1)

16. BRIEF DESCRIPTION

Based upon an identified and documented common need for career and vocational education professional staff development a consortium of 19 California County Offices of Educatio was formed. This program provides inservice training activities for 674 participants through the provision of six four-hour workshops and three three-hour orientation and k administrator training activities. Six pre-workshop learning packages provide orientat information passing and skill development practice exercises. This program:

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- Is conducted at 19 locations within the state.
- Provides 51 participant training hours including 27 participant group workshop conta hours to each of 541 participants and 6 hours of special training for an additional participants.
- Utilizes structured, interactive, problem solving small group workshops rather than formalized lectures and presentations. Workshops are led by expert trainers who facilitate learning and exercise problem solution by drawing upon the experience of participants.
- Makes optimal use of supporting, individualized learning packages containing training resource and orientation materials.
- Provides long term district resource capability through trained personnel and potenti wide spread dissemination of learning packages.
- Provides for the orientation and involvement of key district decision makers (e.g., superintendent, principals).
- Utilizes in-process quality control to assure maximum program effectiveness.
- Includes impact evaluation to document program achievements.
- Is delivered at a per participant hour cost of less than $4.25 of federal funds.

CVEPD-2

CALIFORNIA STATE DEPARTMENT OF EDUCATION
VOCATIONAL EDUCATION SECTION

PROJECT APPLICATION

1.1 TITLE OF PROJECT

TO SERVE (SEC. 553(a))

TEACHERS X TEACHER EDUCATORS __ ADMINISTRATORS X SUPERVISORS X COORDINATORS X OTHER (Specify) ____ THROUGH TRAINING X RETRAINING __

TYPE OF ACTIVITY (SEC. 553(b))

INDUSTRY EXCHANGE ___ IN SERVICE EDUCATION X SHORT-TERM INSTITUTE ___

OPERATING DATES ___ TO ___ NUMBER TO BE SERVED ____

FUNDS REQUESTED

1.2 DETERMINATION OF NEED
The need for this project was determined and validated as a result of the following activities:

1. It was determined from the results of a successful predecessor project ( ) that a similar project would be of benefit to (a) those individuals within districts participating in the predecessor project who did not themselves participate and (b) those individuals from districts which had not participated in the predecessor project.

(Continued on Page 4)

1.3 ACTIVITY OBJECTIVES
The over-riding purpose of all project objectives and activities is to create for students a more responsive system of vocational education delivery within each of the 19 participating counties. This purpose is accomplished by conducting a program of professional vocational education staff development at each location which responds to the specific needs for such staff development at that location. This project has specific objectives at what might be identified as two levels: an overall set of objective(s) at the consortium level, and a specific set of objectives at the individual county program level.

(Continued on Page 5)

1.4 RELATED TO STATE PRIORITY/IES
This project directly responds to state priorities which have been established for professional vocational education staff development programs which qualify for consideration for support from EPDA, Part F. Specific priorities for which a direct program response is provided include:

1. Increasing the Effectiveness of Teaching for Disadvantaged and Handicapped

   Directly responded to by training session objectives 5.3 and 5.5, with additional response to this priority offered by training session objectives 5.1, 5.2, and 5.7.

(Continued on Page 7)

CVEPD-3

(Repeated from Page 3)

1.2 DETERMINATION OF NEED

The need for this project was determined and validated as a result of the followin activities:

1. It was determined from the results of a successful predecessor project ( ) that a similar project would be of benefit to (a) those individuals within districts participating in the predecessor project who did not themselves participate and (b) those individuals from districts which had not participated in the predecessor project.

2. An identification was made of specific applicable aspects and results of the predecessor project toward improved regional vocational education delivery and accountability.

3. Next, an identification of those County Offices of Education representing participating districts which are experiencing a similar need for delivery system improvement was undertaken by means of a survey administered to County Coordinators of Vocational Education. Of all county offices surveyed, 19 were determined to have a significant level of need for the same or sufficient similar delivery system improvement and a willingness to reduce the impact of unfavorable regional problem to form a consortium of counties for the purpose of providing district professional staff development activities under the auspices of a single larger program.

The survey instrument which enabled the identification of the 19 counties is contained as Exhibit 1 in Attachment 1 to this document. The summary of responses from the 19 county offices is presented as Exhibit 2, Attachment 1. Individual responses from each of the county offices with respect to the priorities of project training objectives will be found in Attachment 2.

(Repeated from Page 4)

1.3 ACTIVITY OBJECTIVES

The over-riding purpose of all project objectives and activities is to create for students a more responsive system of vocational education delivery within each of the 19 participating counties. This purpose is accomplished by conducting a program of professional vocational education staff development at each location which responds to the specific needs for such staff development at that location. This project has specific objectives at what might be identified as two levels: an overall set of objective(s) at the consortium level, and a specific set of objectives at the individual county program level.

OVERALL OBJECTIVES (DESCRIPTIVE)

Overall project objectives are the following:

1. To foster among key district decision makers including board members, superintendents and principals the understanding of and commitment to the improvement of the established regional mechanisms of career and vocational education delivery.
2. To foster the long term impact upon career and vocational education programs in the participating districts of improved personnel and program articulation, responsiveness to student needs, and demands of those job markets into which students seek to enter.
3. To seek to disseminate techniques which will enable district staff to become more accountable with respect to the operation of those components of the vocational education delivery system which are (historically) least measurable.
4. To foster the adoption of vocational program development which permits more effective articulation with collateral district efforts to implement a total and comprehensive career education approach.
5. To foster the acquisition (by participating district staff) of specific skills to improve their ability to present more effective programs of vocational instruction. Specific skill objectives include:

   5.1 Upgrade teacher and counselor skills in identifying student needs and insuring that vocational education programs are positively influenced to better meet these needs.

   5.2 Upgrade teacher and counselor skills in identifying the specific job performance requirements of employers, in the local education agency's job market, to insure that vocational education programs adequately prepare students to satisfy employer entry level skill demands.

   5.3 Upgrade teacher skills in specifying appropriate learner performance objectives and to cause the setting of such objectives in such a way as to positively impact curriculum design to insure that students receive relevant instruction.

   5.4 Upgrade teacher, counselor and administrator skills to modify vocational education programs to insure that vocational education opportunity is made available to handicapped students who elect participation in such programs.

   5.5 Upgrade teacher, counselor and administrator skills which serve to improve articulation between the vocational education delivery system and the source(s) of labor market demand (employers) to insure that employers have high confidence in the "products" of vocational education.

(Continued from Page 5)

5.6 Improve teacher, counselor and administrator skills in appropriate modification of vocational education delivery to provide further assurance that vocational education provides opportunity for and serves the needs of the disadvantaged student.

5.7 Provide incentives among teachers, counselors and administrators for improving information dissemination and articulation, leading to the improved regional delivery of career and vocational education, thereby insuring more effective and uniform achievement of career and vocational education program goals and objectives.

SPECIAL SESSION OBJECTIVES (DESCRIPTIVE)

At each location, two special sessions are planned for key decision makers at the district level. Participation includes but is not limited to board members, superintendents and principals. These special sessions have the following objectives.

Pre-Program Session
To foster an understanding of the region's career and vocational education delivery system, the impact it creates, the resources which are available in the region to meet the demand for vocational education, and the role of professional development in maximizing the district's rate-of-return on career and vocational education investment.

Post-Program Session
To foster knowledge and understanding of the most optimal allocation of newly developed manpower resources to meet the district's commitment to provide effective and responsive career and vocational education programs.

A STATEWIDE CONSORTIUM TO CONDUCT INSERVICE TRAINING

SUMMARY OF HOST LOCATIONS, NUMBER OF PARTICIPANTS AND TRAINING OBJECTIVES

TRAINING HOST LOCATION	NUMBER OF PARTICIPANTS	OBJECTIVES						
		5.1	5.2	5.3	5.4	5.5	5.6	5.7
County	57	X	X	X		X	X	X
County	43	X	X	X	X	X	X	
County	22	X	X	X	X	X	X	
County	22	X	X	X	X		X	X
County	32	X	X	X	X	X	X	
County	22	X	X	X	X	X	X	
County	32	X	X	X	X	X	X	
County	32	X	X	X	X	X	X	
County	77	X	X	X	X	X	X	
County	32	X	X	X	X		X	X
County	32	X	X	X	X	X	X	
County	32	X	X	X	X		X	X
County	32	X	X	X	X	X	X	
County	32	X	X	X	X		X	X
County	32	X	X	X	X	X	X	
County	17	X	X	X	X		X	X
R.O.P.	42	X	X	X	X	X	X	
County	32	X	X	X		X	X	X
County	32	X	X	X	X	X	X	

(Repeated from Page 4)

1.4 RELATED TO STATE PRIORITY/IES

This project directly responds to state priorities which have been established for professional vocational education staff development programs which qualify for consideration for support from EPDA, Part F. Specific priorities for which a direct program response is provided include:

1. <u>Increasing the Effectiveness of Teaching for Disadvantaged and Handicapped</u>

   Directly responded to by training session objectives 5.3 and 5.5, with additional response to this priority offered by training session objectives 5.1, 5.2 and 5.7.

2. <u>Updating Administrative and Supervisory Skills</u>

   Directly responded to by the training objective for the key district decision maker sessions. In addition, reinforcement of relevant administrator skills is accomplished in individual (main) session components including such skills as: planning, scheduling, forecasting.

3. <u>Orienting Non-Vocational Education Personnel to Vocational Education</u>

   Approximately 40% of the consortium host locations have indicated a desire to involve non-vocational education personnel in the inservice training activities. An even greater emphasis is given to this non-vocational educator orientation by the key district decision maker personnel training sessions.

4. <u>Improving Instructional Effectiveness</u>

   This priority is responded to directly by each of the training session objectives which are listed in Section 1.3. The term instructional effectiveness is interpreted in a broader sense than simply teaching effectiveness. For example, training session modules 1, 2, 4, and 6, are designed to enhance the overall relevancy of programs offered. This will have the ultimate impact of improving instructional effectiveness through the mechanism of creating a more meaningful and responsive learning environment for the students served.

1.5 ANALYSIS OF ALTERNATIVES (Describe at least three alternative ways that were considered when planning this proposed program.

DESCRIPTION OF ALTERNATIVES FOR ATTAINING THE ACTIVITY'S OBJECTIVES	APPROXIMATE COST
(A) Individual District Programs. This alternative would provide that each County Office submit an individual project designed to meet its six priority areas of need through the use of structured workshop activities and supporting materials development for information passing, orientation and practice exercises. This alternative would produce 19 distinct training projects serving a total of 674 participants. This alternative would involve a modification of materials used in the successful predecessor project. Training activities would consist of 51 hours of (Continued on Page 9) — TOTAL	$450,000.00
(B) Consortium Program Utilizing Workshop Training Activities Only. This alternative would provide for a consortium of 19 County Offices pooling their individual requirements for career and vocational education professional staff development and utilizing materials developed for the predecessor project. These materials would be in the form of six 8-hour structured workshops, plus special sessions for key district decision makers, to combine information passing, practice exercises (Continued on Page 10) — TOTAL	$192,112.00
(C) Consortium Program Utilizing Workshops and Learning Packages. This alternative, proposed in this project application, provides for a consortium of 19 County Offices of Education to provide inservice professional development activities for 674 participants through the provision of six 4-hour workshops and pre-workshop learning packages designed to provide necessary orientation, information passing, and practice prior to actual workshop conduct. An additional 3-hour orientation session and two 3-hour key district administrator sessions (Continued on Page 11) — TOTAL	$122,906.00

1.6 JUSTIFICATION FOR SELECTED ALTERNATIVE LETTER C.

Alternative C has been selected on the basis of the following:

- There exists a high degree of certainty that its means are effective and sufficient for meeting the project objectives.
- It is the most cost effective satisfactory means for meeting the project

(Continued on Page 12)

CVEPD-3

(Repeated from Page 8)

(a) Individual District Programs.

This alternative would provide that each County Office submit an individual project designed to meet its six priority areas of need through the use of structured worksh activities and supporting materials development for information passing, orientatior and practice exercises. This alternative would produce 19 distinct training project serving a total of 674 participants. This alternative would involve a modification of materials used in the successful predecessor project. Training activities would consist of 51 hours of training, including 27 contact hours for 541 participants and 6 contact hours for 133 participants. The training would take place in the context of small work groups led by expert trainers who facilitate learning and exercise problem solution by drawing upon the expertise and experience of participan rather than lecturing in the formal sense. This alternative requires the provision for released time and substitute reimbursement for 325 of the 674 participants.

CVEPD-3

(Repeated from Page 8)

(B) Consortium Program Utilizing Workshop Training Activities Only.

This alternative would provide for a consortium of 19 County Offices pooling their individual requirements for career and vocational education professional staff development and utilizing materials developed for the predecessor program. These materials would be in the form of six 8-hour structured workshops, plus special sessions for key district decision makers, to combine information passing, practice exercises and orientation as well as the application of small work group activities led by expert trainers as described in Alternative (A), above. This alternative requires the provision of six days of released time and substitute reimbursement for 325 of the 674 participants.

(Repeated from Page 8)

(C) Consortium Program Utilizing Workshops and Learning Packages.

This alternative, proposed in this project application, provides for a consortium of 19 County Offices of Education to provide inservice professional development activities for 674 participants through the provision of six 4-hour workshops and pre-workshop learning packages designed to provide necessary orientation, information passing, and practice prior to actual workshop conduct. An additional 3-hour orientation session and two 3-hour key district administrator sessions result in a total of 51 training and 27 contact hours for 541 participants and 6 contact hou for 133 participants. The three-hour orientation session is conducted prior to participant enrollment in the program. The workshop component of the training activity is utilized only for activities that may best meet or are required to meet the training objectives in that specific training means format. The learning packages are utilized for activities that do not require a workshop atmosphere. This highly cost-effective method of training development has a record of demonstrate learning effectiveness and requires limited released time and substitute reimbursemen This alternative also provides for two special workshop sessions (in addition to the six 4-hour workshop sessions) for key district decision makers and an orientation session for other participants. Alternative (C) utilizes a modification of existing materials from the successful predecessor project. Workshop activities take place in the context of small work groups led by expert trainers who facilitate learning and exercise problem solution by drawing upon the expertise and experience of participants rather than lecturing in the formal sense. Monthly newsletters are provided to all participants to assist attitude development and communicate information about program conduct. The learning packages will be made available at cost to educators throughout the state to promote widespread information disseminatio and long term resource capability.

(Repeated from Page 8)

1.6 JUSTIFICATION FOR SELECTED ALTERNATIVE LETTER C.

Alternative C has been selected on the basis of the following:

- There exists a high degree of certainty that its means are effective and sufficient for meeting the project objectives.
- It is the most cost effective satisfactory means for meeting the project objectives, in terms of development and conduct costs as well as the cost of substitute reimbursement for released time.
- The training activities, including both the learning packages and the workshops, are tailored to meet the specific and distinct needs of local district personnel in each of the 19 counties participating.

1.7 DESCRIPTION OF ACTIVITIES

The implementation of this project is described in terms of a series of interrelate activities. These activities are broadly classified into eight categories as follo

Activity 1 - Finalize Enabling Agreements
Activity 2 - Finalize Conduct/Logistics Plans
Activity 3 - Conduct Participant Selection/Orientation
Activity 4 - Implement Evaluation Design
Activity 5 - Implement Quality Control Procedures
Activity 6 - Format Training Materials
Activity 7 - Conduct Training
Activity 8 - Submit Project Report

The interrelationship between these project activities is described (schematically) in Attachment 3, Exhibit 1. The time phased relationship of these activities is presented in Attachment 3, Exhibit 2. (Continued on Page 14)

1.8 TIME SCHEDULE FOR ACTIVITIES

The project is conceived and developed for presentation during the period January - May 1973, and September - December 1973. The specific dates for scheduled completi of individual project activities are shown in the schedule chart of Attachment 3, Exhibit 2. A tentative schedule of session conduct dates is presented in Attachmen 3, Exhibit 3.

1.9 PREPLANNING ACTIVITIES

Preplanning activities have taken place in preparing this application. In addition extensive preplanning at each training session location is planned involving County Office host coordination staff, district staff, participants, and State Department of Education officials. The chronology of preplanning activities prior to submitti this application have included:

Spring

- Informal meetings with prospective host coordinators to determine the need for program development
- Preparation and distribution of need survey instrument to assess and verify program need
- Preliminary discussion of project feasibility with cognizant State Department of Education personnel.

Summer

- Analysis of need survey data
- Meetings with prospective host directors to establish criteria for proposed consortium membership

CVEPD-3

(Continued on Page 15)

(Repeated from Page 13)

1.7 DESCRIPTION OF ACTIVITIES

The implementation of this project is described in terms of a series of interrelated activities. These activities are broadly classified into eight categories as follows:

Activity 1 - Finalize Enabling Agreements
Activity 2 - Finalize Conduct/Logistics Plans
Activity 3 - Conduct Participant Selection/Orientation
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Activity 7 - Conduct Training
Activity 8 - Submit Project Report

The interrelationship between these project activities is described (schematically) in Attachment 3, Exhibit 1. The time phased relationship of these activities is presented in Attachment 3, Exhibit 2.

Each individual activity is further broken down into a series of discrete tasks to be accomplished. An expanded description of the project at the task level is presented in Attachment 4.

(Repeated from Page 13)

1.9 PREPLANNING ACTIVITIES

Preplanning activities have taken place in preparing this application. In addition, extensive preplanning at each training session location is planned involving County Office host coordination staff, district staff, participants, and State Department of Education officials. The chronology of preplanning activities prior to submittir this application have included:

Spring

- Informal meetings with prospective host coordinators to determine the need for program development
- Preparation and distribution of need survey instrument to assess and verify program need
- Preliminary discussion of project feasibility with cognizant State Department of Education personnel.

Summer

- Analysis of need survey data
- Meetings with prospective host directors to establish criteria for proposed consortium membership
- Development of descriptive program materials for distribution to prospective project consortium members.

Fall

- Informal meetings with prospective host directors to modify preliminary program approaches
- Preparation and distribution of expanded program descriptions incorporating suggested modifications
- Meeting of all prospective host coordinators (and cognizant State Department staff) to critique and regionalize program approach.

Winter

- Distribution and critique of results of the meeting of consortium host director:.
- Assembly of relevant data and program constraint information for each consortium member
- Preliminary development of project application
- Distribution, review and modification of project application
- Endorsement and commitment of consortium members to project submission.

Additional preplanning activities are scheduled subsequent to project approval. These are described more fully in the expanded project description presented in Attachment 4.

CVEPD-3

2.0 EVALUATION

Evaluation will comprise two distinct undertakings:

1. An impact evaluation conducted by an independent, third-party evaluator which will be designed to determine the extent to which the project objectives have been met and provide diagnosis to permit recommendations for future projects.
2. An ongoing assessment of participant knowledge and skill acquisition and a determination of participant attitude and acceptance of training strategies and methods employed, for the purpose of altering project activities to insure maximum participant learning.

A diagram depicting the interrelationship of these two evaluation activities will be found on Page 18.

(Continued on Page 17)

2.1 INFORMATION REQUIRED FOR APPROVAL (SEC. 553 (c))

(a) METHOD TO BE USED IN ADMINISTRATING THE PROGRAM.

(b) POLICIES AND PROCEDURES TO USE FUNDS TO SUPPLEMENT AND NOT SUPPLANT AVAILABLE FUNDS.

(c) METHOD FOR FISCAL CONTROL AND FUND ACCOUNTING.

(d) REPORTING DATES AND ACCESSIBILITY OF RECORDS (required every 90 days for long-term projects. Projects less than six months in length require monthly reports).

(Repeated from Page 16)

2.0 EVALUATION

Evaluation will comprise two distinct undertakings:

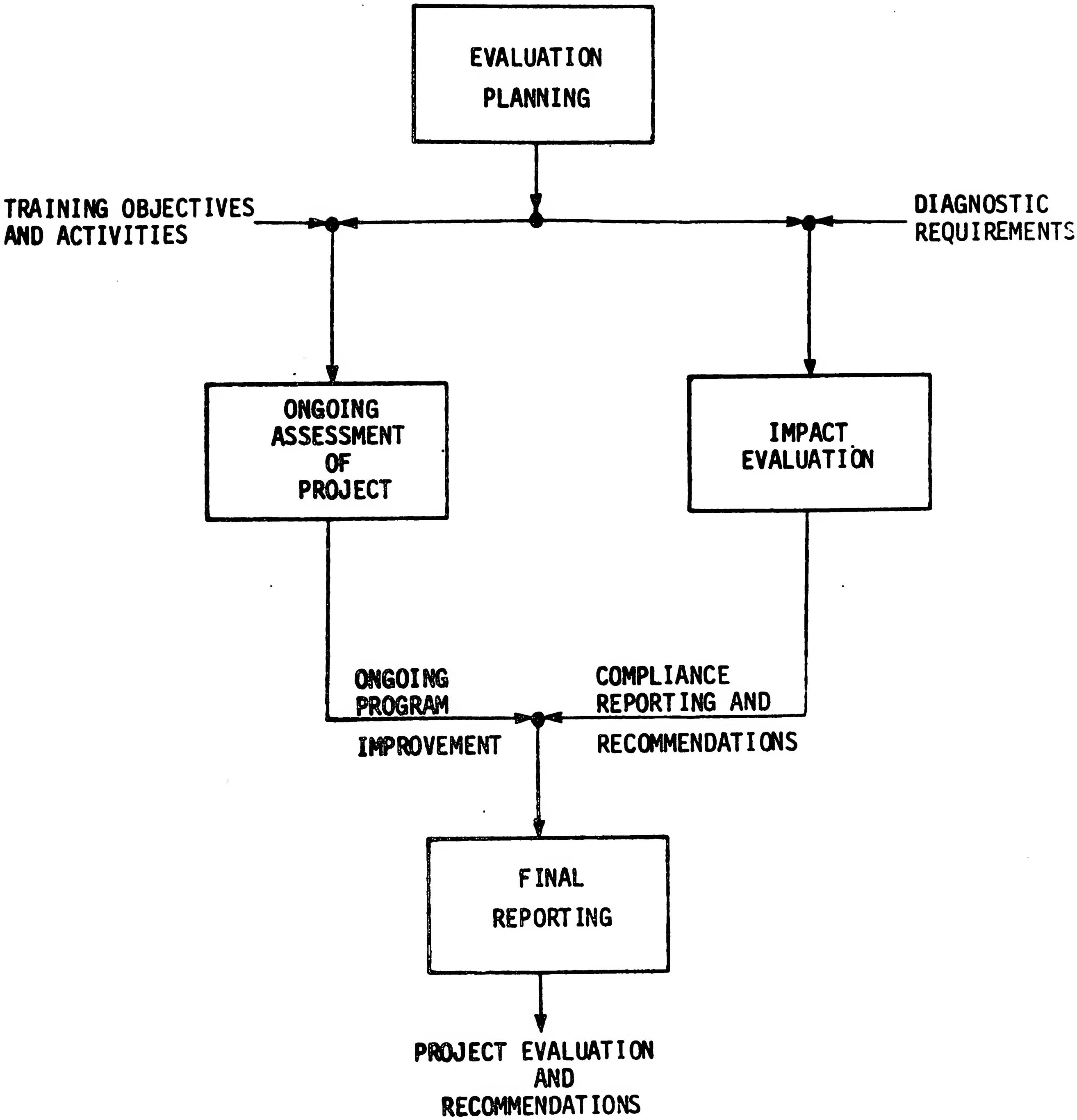
1. An impact evaluation conducted by an independent, third-party evaluator which wi be designed to determine the extent to which the project objectives have been me and provide diagnosis to permit recommendations for future projects.
2. An ongoing assessment of participant knowledge and skill acquisition and a determination of participant attitude and acceptance of training strategies and methods employed, for the purpose of altering project activities to insure maximum participant learning.

A diagram depicting the interrelationship of these two evaluation activities will be found on Page 18.

The independent, third-party impact evaluation which is described in greater detail in Activity 4 of the expanded activities description (Attachment 4) provides for the selection of an individual or organization on the basis of prior experience, technical capability, references and cost. The evaluation team is required to interact according to a specified schedule with the project development staff. This will assure the collection of adequate measures of impact data not only subsequent to training, but also prior to and during the training process as well. The evaluati activity and the results will be made part of the final report.

Based on experience, the ongoing assessment or quality control of the project activit is essential for the purpose of making necessary changes to enhance participant learning and the motivation to learn. This will permit the achievement of the full benefit of the coordinated instructional systems approach utilized in the development and conduct of the project. The details of this ongoing assessment or quality control are provided in Attachment 4, Page 4-5. This assessment includes, but is not limited to:

- Baseline testing to determine entering participant skill, knowledge and attitude levels
- Periodic testing to determine extent of participant acquisition of skills and knowledge necessary to meet objectives
- Post-session participant attitudinal survey to determine appropriateness of training strategy and methods selection
- Technical briefings for training conduct staff to insure that the training conduc strategies are appropriate for the purpose and intent of materials
- Logistical and interpersonal briefings for training conduct staff to insure that training activities make due accommodation for interpersonal and logistical advantages and difficulties
- Formal and informal reporting procedures involving the participant, host directors and training staff.


EVALUATION PLANNING
TRAINING OBJECTIVES AND ACTIVITIES
DIAGNOSTIC REQUIREMENTS
ONGOING ASSESSMENT OF PROJECT
IMPACT EVALUATION
ONGOING PROGRAM IMPROVEMENT
COMPLIANCE REPORTING AND RECOMMENDATIONS
FINAL REPORTING
PROJECT EVALUATION AND RECOMMENDATIONS

CVEPD-3

CALIFORNIA STATE DEPARTMENT OF EDUCATION
VOCATIONAL EDUCATION SECTION

BUDGET SUMMARY

TITLE OF PROJECT REPORTED	NAME AND ADDRESS OF INSTITUTION *(City, State, ZIP Code)*

	A. DIRECT COST-ADMINISTRATIVE & INSTRUCTIONAL STAFF SALARIES		Local	Part F	TOTAL
1	DIRECTOR				
2	SECRETARIAL AND CLERICAL				
3	OTHER ADMINISTRATIVE SUPPORTING STAFF				
4	FULL-TIME INSTRUCTORS	NO.			
5	PART-TIME INSTRUCTORS	NO.			
6	LABORATORY ASSISTANTS	NO.			
7	INSTRUCTIONAL ASSISTANTS	NO.			
8	LECTURERS AND/OR CONSULTANTS	NO.			
9	*SUBTOTAL FOR SALARIES (Sum of Lines 1 through 8)*				
	B. OTHER DIRECT COSTS				
10	EMPLOYEE SERVICES AND BENEFITS				
11	TRAVEL				
12	OFFICE SUPPLIES, DUPLICATING, PUBLICITY, COMMUNICATIONS				
13	INSTRUCTIONAL SUPPLIES, ETC.				
14	REQUIRED FEES				
15	EQUIPMENT RENTAL AND/OR DEPRECIATION *(if applicable)*				
16	*SUBTOTAL FOR OTHER DIRECT COSTS (Sum of Lines 10 thru 15)*				
17	Subtotal Direct costs *(Sum of Lines 9 and 16)*				
18	Reimbursement for substitute teacher (to district, if applicable)				
19	Total Direct Costs (Sum of Lines 17 and 18)				
20	Evaluation (of Direct Cost)				
21	GRAND TOTAL (Sum of lines 19 and 20)				

CVEPD-4

CALIFORNIA STATE DEPARTMENT OF EDUCATION
VOCATIONAL EDUCATION SECTION

BUDGET NOTES

Budget Line Item	Explanation and/or Justification

ATTACH TO BUDGET SUMMARY, (use as many pages as necess ıry).

ATTACHMENT I

ATTACHMENT 1

DETERMINATION OF NEED

EXHIBIT 1 - Need Assessment Survey Instrument................Page 1-2

EXHIBIT 2 - Summary Results of Training Need Analyses........Page 1-5

ATTACHMENT 1
EXHIBIT 1

VOCATIONAL EDUCATION SURVEY

NOTE: All data received by   will be treated as confidential.

THE FOLLOWING ARE STATEMENTS RELATING TO THE IMPACT OF VOCATIONAL EDUCATION PROGRAMMING. BASED UPON PERSONAL KNOWLEDGE OF YOUR AREA, REACT TO EACH STATEMENT ON THE SCALE PROVIDED:

STATEMENT OF IMPACT	STRONGLY AGREE				STRONGLY DISAGREE
1. Adequate justification is provided for vocational education program expenditures.	1	2	3	4	5
2. Instructional program design includes specification of meaningful learner objectives.	1	2	3	4	5
3. There is evidence suggesting that vocational education could better respond to the needs of students.	1	2	3	4	5
4. There is evidence suggesting that vocational education could better respond to the needs of employers comprising our job market.	1	2	3	4	5
5. The majority of vocational education graduates are securing employment relevant to their courses of instruction.	1	2	3	4	5
6. Relevant vocational education programs are available, which are responsive to the specific needs of the handicapped student.	1	2	3	4	5
7. Vocational educators are being responsive to the specific needs of the disadvantaged student.	1	2	3	4	5
8. Employers comprising our job market have high confidence in our understanding of their entry level requirements.	1	2	3	4	5
9. Vocational education personnel have communication skills which contribute significantly to the accomplishment of program goals and objectives.	1	2	3	4	5
10. Openings exist in fields for which our students have been trained, but our trained students remain unemployed.	1	2	3	4	5

CIRCLE ALL THAT APPLY:

11. Students completing our vocational education programs, who go on to community college:

    a. Find community college training redundant
    b. Find they are inadequately prepared
    c. Do well in community college
    d. Often change their program in community college

12. Vocational education students:

    a. Enter vocational education on the advise of a counselor
    b. Enter vocational education without adequate guidance from a counselor
    c. Experience a higher than usual drop-out rate
    d. Change programs at a rate higher than normal

PLEASE COMPLETE THE FOLLOWING ITEMS: (Approximate figures may be used.)

13. Number of vocational education personnel employed in your area:

    Instructors, with Teaching Credential ______
    Instructors, without Teaching Credential ______
    Counselors ______
    Work Experience Coordinators ______
    Aides ______
    Administrators ______
    Other ______ (Describe ______________________________)

14. The units for which you are responsible: (Secondary Schools, Community Colleges, Training Centers, etc.)

    a. ______________________ c. ______________________
    b. ______________________ d. ______________________

15. Student enrollment in vocational education programs:

    Secondary ______________________ Community College ______________________
    Other ______________________ (Describe ______________________)

    a. Handicapped ____________(%) b. Disadvantaged ____________(%)

16. Number of personnel who could participate in a training program at any one time. ____________

17. Number of the above for whom substitutes would be required. ______________

18. Current daily rate for substitutes.$__________________

19. Best day(s) of the week for training programs: ______________________

____

a. Best time of year: ______________________________________

20. Most likely city in which to hold a training program for your area:

____

21. Are training facilities available to you in that city? ____ Yes ____ No

22. Would participants in your area be permitted to accept university credit for inservice training program completion? ____ Yes ____ No

NAME ______________________________ TITLE ______________________

REPRESENTING ____

ADDRESS ______________________________________ (zip) TELEPHONE ______________ (area code)

ATTACHMENT 1
EXHIBIT 2

SUMMARY RESULTS OF TRAINING NEED ANALYSES

	INSERVICE TRAINING PROGRAM OBJECTIVES						
NUMBER OF FOR WHICH	5.1	5.1 & 5.2	5.1 through 5.3	5.1 through 5.4	5.1 through 5.5	5.1 through 5.6	5.1 through 5.7
100% of top priority district staff training need is met	3	5	10	11	16	17	19
At least 50% of top priority district staff training needs are met	6	15	18	18	19	19	19
100% of second priority district staff training need is met (in addition to top priority need)	0	0	2	6	8	12	19
At least 50% of second priority district staff training needs are met (in addition to top priority need)	0	2	4	12	13	16	19

ATTACHMENT II

CONSORTIUM COUNTY REGION DATA SHEET

MAP CODE NO. ________

________ ________

________ ________

California ________

NAME/TITLE OF COUNTY COORDINATOR ________ Director, Regional Occupation Programs

11 Number of districts offering educational programs for grades 9-14

13,227 Number of students enrolled in educational programs for grades 9-14

STUDENT CHARACTERISTICS

Ethnic distribution by percentage:

2.7 Black or Negro — American Indian

8.3 Spanish Surnamed American 86.6 Anglo American

2.4 Other

Demographic characteristics by percentage:

18.6 Economically Disadvantaged 16.6 Bilingual

40.0 Migrant 7.0 Handicapped (Physical, Mental)

.05 Gifted

Residence distribution by percentage:

50.0 Central City ____ Suburban

25.5 Other Urban 24.5 Rural

REQUIRED TRAINING MODULES AS IDENTIFIED FROM NEED ANALYSIS

MODULE PURPOSE	PRIORITY 1st	2nd	3rd	NOT RANKED
1. Identifying student needs	X			
2. Identifying specific job performance requirements for local areas	X			
3. Specifying learner objectives and applying objectives to curricular design	X			
4. Modifying programs to respond to needs of the handicapped			X	
5. Improving articulation between educational programs and employers		X		
6. Modifying programs to respond to needs of the disadvantaged		X		
7. Improve teacher/counselor/administrator communication to achieve vocational education program goals and objectives			X	

COUNTY OFFICE ______________________ MAP CODE NO. ______

UNIFIED DISTRICTS	ENROLLMENT	NUMBER OF CAMPUSES
Unified	421	1
Unified	105	1
Joint Unified	258	1
Unified	176	1
Unified	375	1
Unified	2293	2
Joint Unified	2165	2
TOTAL	5793	9

HIGH SCHOOL DISTRICTS		
Joint Union High	204	1
High	368	1
High	929	1
TOTAL	1501	3

COMMUNITY COLLEGE DISTRICTS		
Community College	5891	1
TOTAL	5891	1

COUNTY OPERATED SCHOOLS		
County	42	1
County	—	2
County	—	3
TOTAL	42	6

ATTACHMENT III

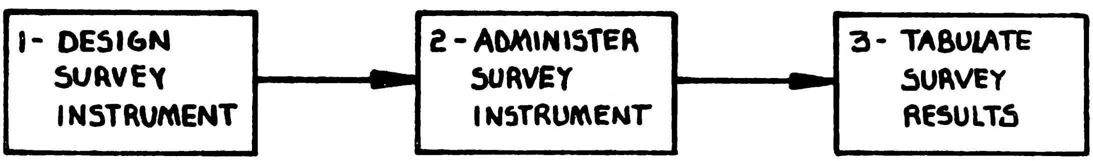
ATTACHMENT 3

EXHIBIT 1 - Schematic Program Flow Chart ....Page 3-2
EXHIBIT 2 - Schedule of Program Activity ....Page 3-3
EXHIBIT 3 - Tentative Conduct Schedule ....Page 3-4

THE FUNCTIONAL FLOW DIAGRAM (FFD).

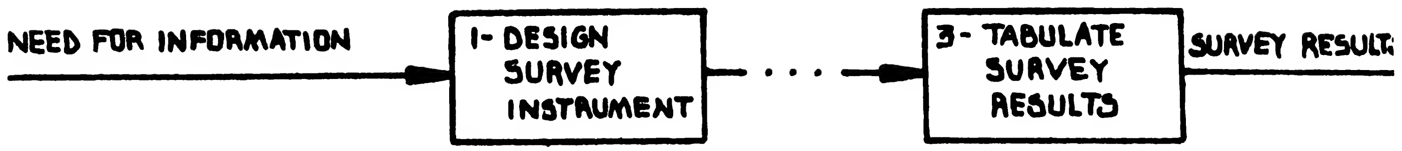
The functional flow diagram is a pictorial description of the activities which you will perform for your client, (called the project). It is made up of a series of lines and boxes. A label is attached to each box, with each box representing a major component of project activity. The label is usually descriptive of one or more activities which may go on within the box.

In the course of the consulting project, you may be called upon to prepare and administer a survey instrument. In your FFD, this can be expressed as follows:



NOTE: The label of any box in the FFD should begin with an action verb, e.g., administer, design, compute, analyze, tabulate, determine, etc.

Every box in your FFD must have an input and an output. In the example above, the input to Box #1 is presumably the requirement for information that gives rise to the whole sequence of activities in the first place. The output of the third box is the survey result.

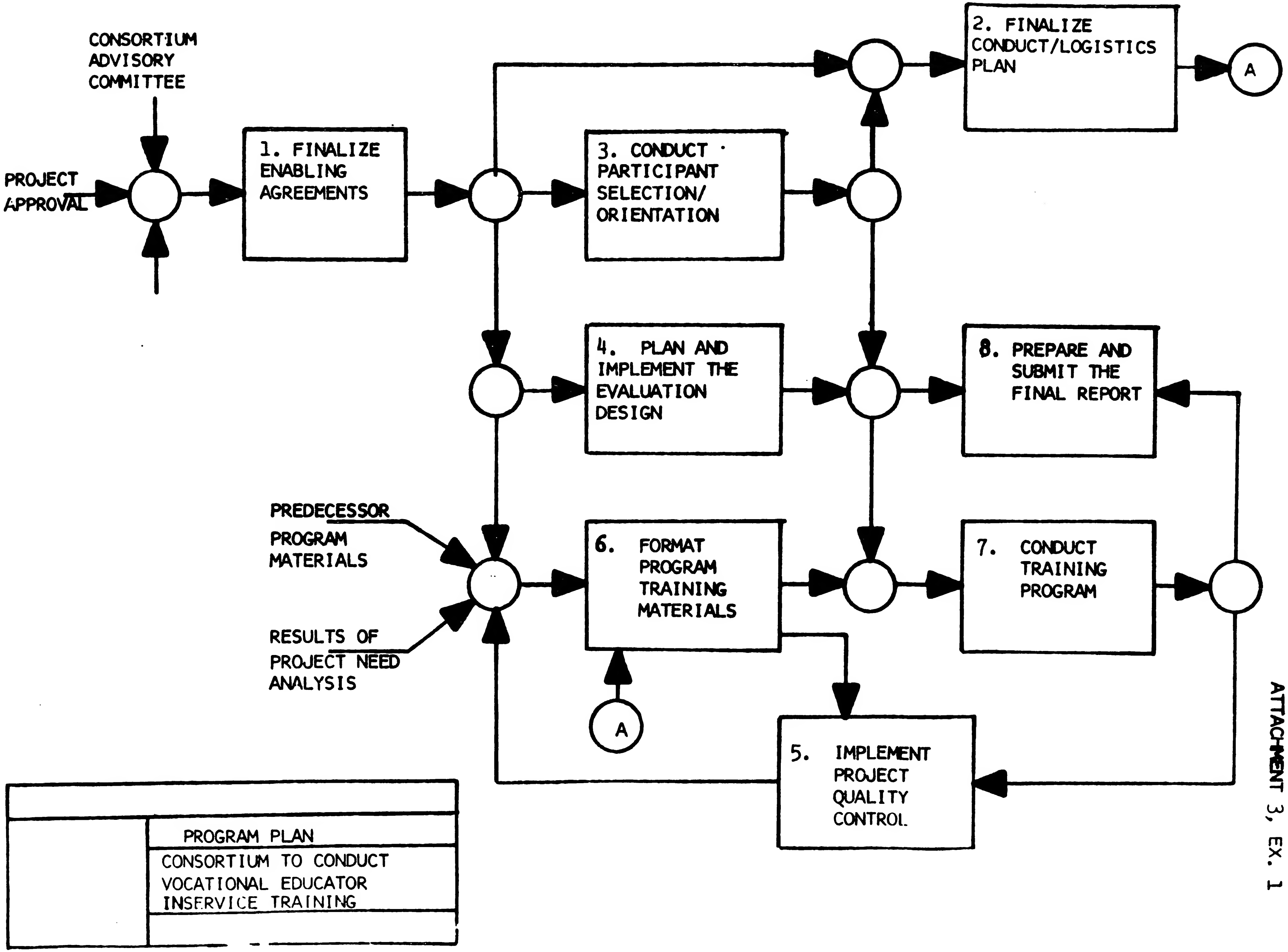


__NOTE:__ Make sure that every FFD box has both an input and an output.

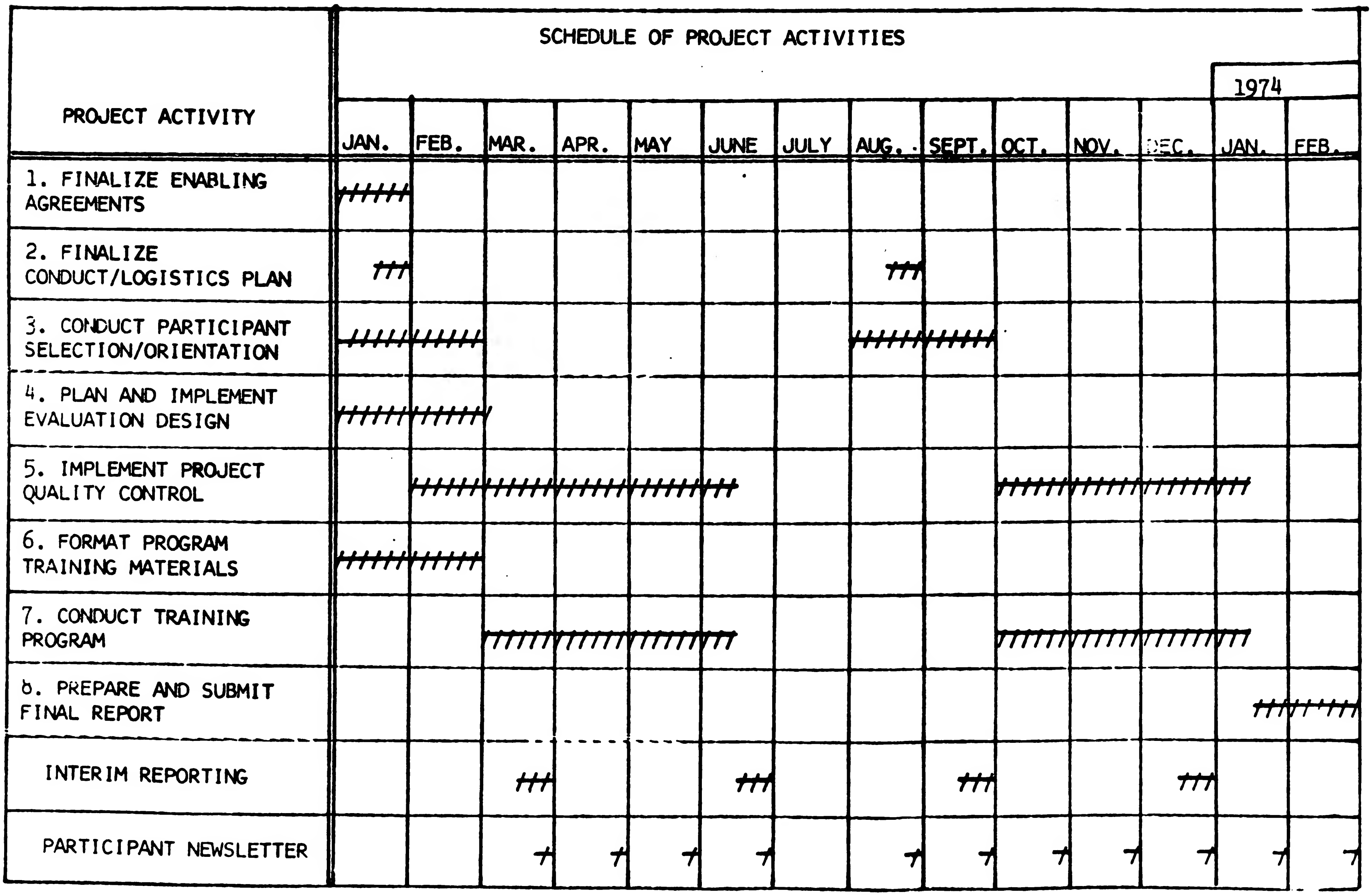
In the course of designing your FFD, it may occur to you that additional activities should be added. In the current example, it may occur to you that the names of persons to be surveyed will have to be determined. The result of this activity or step would have to feed into Box #2.

At this point, the FFD should be considered a working document to guide your development to a complete proposal. As you write your proposal, it may well require modifications. Don't hesitate to modify your FFD. It would be quite unusual for the fist draft to be the same as that which you will ultimately provide your client in the final proposal.

ATTACHMENT 3, EX. 1



CONSORTIUM TO CONDUCT VOCATIONAL EDUCATOR INSERVICE TRAINING



ATTACHMENT 3, EX. 2

ATTACHMENT 3, EX. 3

LOCATION	1st Administ Workshop	Orientation	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	2nd Administ Workshop
	2/13/73	3/5/73	3/19/73	3/19/73	4/9/73	4/9/73	5/7/73	5/7/73	5/28/73
	2/13/73	3/5/73	3/19/73	3/19/73	4/9/73	4/9/73	5/7/73	5/7/73	5/28/73
	2/14/73	3/6/73	3/20/73	3/20/73	4/10/73	4/10/73	5/8/73	5/8/73	5/29/73
	2/15/73	3/7/73	3/21/73	3/22/73	4/11/73	4/12/73	5/9/73	5/10/73	5/31/73
	2/16/73	3/8/73	3/26/73	3/26/73	4/16/73	4/16/73	5/14/73	5/14/73	6/1/73
	2/20/73	3/9/73	3/27/73	3/27/73	4/17/73	4/17/73	5/15/73	5/15/73	6/4/73
	2/21/73	3/12/73	3/28/73	3/29/73	4/18/73	4/19/73	5/16/73	5/17/73	6/5/73
	2/22/73	3/13/73	3/30/73	3/30/73	4/20/73	4/20/73	5/18/73	5/18/73	6/6/73
	2/23/73	3/14/73	4/2/73	4/2/73	4/30/73	4/30/73	5/21/73	5/21/73	6/7/73
	2/26/73	3/15/73	4/4/73	4/5/73	5/2/73	5/3/73	5/23/73	5/24/73	6/8/73
	9/17/73	10/1/73	10/15/73	10/15/73	11/5/73	11/5/73	11/26/73	11/26/73	1/7/74
	9/18/73	10/2/73	10/16/73	10/16/73	11/6/73	11/6/73	11/27/73	11/27/73	1/8/74
	9/19/73	10/3/73	10/17/73	10/17/73	11/7/73	11/7/73	12/28/73	11/28/73	1/9/74
	9/20/73	10/4/73	10/18/73	10/19/73	11/8/73	11/9/73	11/29/73	11/30/73	1/10/74
	9/21/73	10/5/73	10/22/73	10/23/73	11/12/73	11/13/73	12/3/73	12/3/73	1/14/74
	9/24/73	10/8/73	10/24/73	10/25/73	11/14/73	11/15/73	12/4/73	12/5/73	1/15/74
	9/25/73	10/9/73	10/26/73	10/26/73	11/16/73	11/16/73	12/6/73	12/6/73	1/16/74
	9/26/73	10/10/73	10/29/73	10/30/73	11/19/73	11/20/73	12/10/73	12/11/73	1/17/74
	9/27/73	10/11/73	10/31/73	11/1/73	11/21/73	11/22/73	12/12/73	12/13/73	1/18/74

ATTACHMENT IV

ATTACHMENT 4

EXHIBIT 1 - Expanded Activity Description.............Page 4-2

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1	Finalize Enabling Agreements	4-2
2	Finalize Conduct/Logistics Plan	4-2
3	Conduct Participant Selection/ Orientation	4-3
4	Plan and Implement Evaluation Design	4-5
5	Implement Quality Control	4-5
6	Format Program Training Material	4-7
7	Conduct Training Program	4-12
8	Prepare and Submit Final Report	4-14

ATTACHMENT 4

EXPANDED ACTIVITY DESCRIPTION

Each of the eight basic project activities listed in Section 1.7 is subdivided into distinct tasks. This attachment to the project application includes a detailed description of the scope of effort assigned to individual project tasks.

ACTIVITY 1 - Finalize Enabling Agreements
(Percent of Total Project Effort = 1)

Two main tasks comprise this activity. First, it is necessary to execute a joint powers agreement between participating consortium members. Second, it is necessary to execute enabling subcontract agreements with the program development and conduct agency, ________________ , and the independent third-party evaluation team. The joint powers agreement will be executed for each consortium host member by the project fiscal agent, in this case acting on behalf of all consortium members. Such a joint powers agreement is conventional and stipulates the provision of training facilities and participants at the host location, and also stipulates the terms and conditions of district reimbursement procedures for substitute payments and any other allowable expenses. A joint powers agreement similar to the one to be used is included as Attachment 5, Exhibit 1, to indicate the form and content typically prescribed.

Program development, conduct and evaluation subcontracts will be developed in consultation with County Counsel (for subsequent Board approval) by the project fiscal agent. Such contracts follow standard form and are expected to present no difficulty.

ACTIVITY 2 - Finalize Conduct/Logistics Plan
(Percent of Total Project Effort = 1)

Included in this project application is a preliminary session conduct schedule. This preliminary schedule is subject to modification pending adjustments made to accommodate individual district constraints that may arise. Individual site visitations are scheduled with project staff at each consortium host location for the purpose of determining the suitability

of proposed training sites, arranging for logistics, distributing promotional literature, and finalizing participant eligibility/selection criteria. An important consideration during this activity will be to coordinate the distribution and analysis of participant baseline data collection instruments with participating county offices and districts. Discussions will be held to assist in further structuring the format of the special administrator's introductory workshop so as to be most effective in gaining added district participation and commitment from this vital source. Program materials to support this highly critical phase of the total project are derived from the various component tasks of Activity #6.

ACTIVITY 3 - Conduct Participant Selection/Orientation
(Percent of Total Project Effort = 4)

Experience has shown that the success of inservice training programs of this type requires that a great deal more emphasis be placed on the critical aspect of ensuring that the appropriate participants be identified and reliably assembled for purposes of training. The term "appropriate" implies a participant who

- is highly motivated in seeking professional development via inservice training
- has professional development "needs" which are aligned closely with the objectives and purposes of the program
- is supportive of the introduction of new ideas which can lead to change in established procedures or approaches

Initially, suitable descriptive program materials are developed in a brochure format for the purpose of informing the vocational educator staff, in districts served by the county office consortium member, of the availability, nature, scope, format, and content of the inservice training program. Concurrent with the release of this program information, an orientation session will be scheduled at each consortium member site for the purpose of briefing key district decision makers (including board members and superintendents). It has been generally agreed among host directors that this session would prove exceedingly helpful in building needed, local "top level" support and encouragement to district staff who would ultimately be participating. A tentatively assigned

number of participant "slots" would be provided to each participating district. Participant nomination papers are to be distributed to each district for completion and returned to the host county office of education.

Participant Selection

Participant selection criteria have been preliminarily established, and include:

Criteria for Nominating and Selecting Participants

1. Candidate requests to participate in the program
2. Candidate shall have been employed by the district for at least one year.
3. Candidate expects to remain an employee of the district for at least two more years.
4. In addition to his regular teaching, counseling, and/or administrative duties, candidate shall be serving at the present time or be appointed to serve within the next academic year, in a capacity related to curriculum planning, planning for special projects, operation of special projects, or professional staff development.

A team involving the host director, key district staff and project staff will review district nominations and develop the participant list at each site. A slate of alternates will be developed in the event that a selected participant is unable to attend. Notification of participants and alternates will then take place. Included in this notification will be appropriate baseline testing instruments for completion and return. As described in Activities 5 and 6, baseline participant data play an important part in program materials development and subsequent program evaluation and quality control procedures.

An initial workshop orientation session is planned (with participants) at each consortium member location. This orientation session will have the specific objective of establishing a firm participant expectation for program objectives, participation format and details, university course credit arrangements (where applicable), and final registration of participants desiring to participate in this inservice training program. Program materials will be distributed and formal course orientation will take place.

ACTIVITY 4 - Plan and Implement Evaluation Design
(Percent of Total Project Effort = 5)

It is proposed to utilize an independent, outside, third-party evaluation source to conduct the program impact evaluation component. It is anticipated that much of the participant data and information collected in the course of instituting program quality control procedures will be of value and use to the evaluation activity. However, it should be emphasized that this data collection is not done (primarily) for evaluation. For this reason it is necessary to cause the involvement of the evaluation team at an early stage, and not retrospectively (after the fact), as is often done. Documents and specifications detailing the anticipated outcomes of the evaluation activity will be developed in collaboration with the Consortium Advisory Committee. These documents will be made the basis of solicitations of interest and capability by qualified individuals or agencies to accomplish the evaluation objectives.

An additional diagnostic component of the evaluation effort will seek to determine the validity of key assumptions made during project formulation and development. Specifically, for example, trends or occasions of missed assignments, poor attendance, etc. will be analyzed and interpreted thereby providing valuable insight into the planning for future programs of this type.

The combined implementation of Activities 4 and 5 make up the total project evaluation as described in Section 2.0.

ACTIVITY 5 - Implement Quality Control (On-Going Assessment)
(Percent of Total Project Effort = 6)

This activity involves a number of tasks specifically designed to insure the effective use of the coordinated instructional systems approach utilized in the project design. The purpose of project quality control is to assess the extent to which the project is meeting its objectives during the conduct phase and to make necessary and required adjustments to training materials, methods and the procedures employed in the use of those training materials. Experience has demonstrated that close scrutiny of the degree of participant learning, the way in which that learning takes

place and the factors which serve to strengthen and weaken the participants' motivation are essential in guiding the corrective action which insures the achievement of training objectives.

The tasks which comprise this activity include, but are not limited to the following:

a. Participant testing to determine extent of learning. A series of test are administered at the start of training and again at the end of training to measure increases in participants' skills and knowledge. These surveys will identify the need for training reinforcement, if any, and the need to alter materials or conduct methods for participants in subsequent workshops.

b. Participant attitudinal survey data. At the conclusion of each training session participants are surveyed to determine both positive and negative factors which may affect their motivation to learn. Negative factors are, wherever possible, corrected for subsequent conduct of training at the same and other locations.

c. Staff Briefings and Debriefings. Prior to the conduct of each training activity, training development staff conduct a technical briefing which serves to identify the means and procedures specified for meeting the training objectives. This briefing considers information obtained from the other tasks in this activity and results in a carefully prescribed instructional strategy. At the conclusion of training activities conduct staff participate in a structured debrief designed to assess strengths and limitations experienced by groups of participants and by individual participants during the session(s). Consideration is also given to unsolicited comments made by participants, the host coordinators, guests and others as well as to the adequacy of facilities and other matters related to the conduct of the session(s).

d. Preparation of the Session Report. The briefings, debriefs, summary of test and survey results, and the individual impressions of the session leader (the senior member of the training conduct team who is held responsible for meeting the training objectives) are documented for use in subsequent training activities at all locations. The applicable session reports from previous training activities, news clippings of local educational interest and related resources are reviewed in depth by training conduct staff prior to delivery of a training activity.

e. Meetings with Host Directors and the Project Director. Meetings between the conduct and development staff and the project director and host directors serve to further modify training materials and conduct to optimally insure participant learning.

The combined implementation of Activities 4 and 5 make up the total project evaluation as described in Section 2.0.

ACTIVITY 6 - Format Training Materials
(Percent of Total Project Effort = 12)

As previously mentioned, this program has been developed and formulated with the expectation of a high degree of utilization of materials, techniques, and procedures from a successful predecessor program (Project No.). In addition to the technology represented by the predecessor program, additional improvements to the training delivery approach have been made and tested and are incorporated into this project design.

Overall Primary Training Program

The overall primary training program (as presented at any one of the consortium member sites) is comprised of six (6) of seven(7) possible modules. The six modules to be conducted at a given site are selected on the basis of the six priority needs identified to exist in a given region. A description of the seven modules is provided below in the boxed sections on the right.

Program Format

The key to the overall training program format is individualization. A training delivery model has been developed and tested which has proven highly effective in achieving attitudinal and behavioral change among this participant group. This result is made possible on an extremely cost-effective basis by carefully arranging the training delivery sequence as described below. A corrollary benefit of adopting this approach is that a much more effective and efficient use is made

MODULE 1: JOB PERFORMANCE REQUIREMENTS

DESCRIPTIVE OBJECTIVE: To upgrade teacher and counselor skills in identifying the specific job performance requirements of employers, in the LEA's job market, so as to insure that vocational education programs adequately prepare students to satisfy employer entry skill demands.

WORKSHOP DESCRIPTION: Utilizes task analysis techniques to determine the cognitive and

In addition the individualized approach resolves a significant number of barriers to delivering the required training arising from such sources as:

- cost of substitute teachers
- availability of substitute teachers
- local impact of releasing large numbers of district staff simultaneously
- inflexibility in session make-up provisions for nominal absence.

Training Session Components

The inservice training requirement for each module is not treated by means of a single training format. Careful analysis has shown that a more effective approach would give recognition to the fact that 3 distinct components of a training requirement exist within each module. Each, in turn, requires a distinct training format as follows:

6.1 Information Passing Component

6.2 Task Familiarization/ Orientation Component

6.3 Interactive Workshop Component

6.1 Information Passing Component

The information passing component serves to provide the information necessary for use during the subsequent development and exercise of skills required to achieve the psychomotor skills required for successful on-the-job performance. How to treat employer tendency to upgrade entry level requirements. Primarily intended for vocational instructors having lesson plan responsibility and Work Experience Coordinators having vocational job development responsibility. Vocational counselors will find useful methods of adapting a variety of published information to the purpose of student guidance.

MODULE 2: DETERMINATION OF STUDENT NEEDS

DESCRIPTIVE OBJECTIVE: To upgrade teacher and counselor skills in identifying student needs and insuring that vocational education programs are influenced in a positive way so as to better meet these needs.

WORKSHOP DESCRIPTION: Treats communication styles of today's student population. Methods of quantifying and interpreting expressions of need and the implications for vocational education program development, including individualization of instruction. Appropriate techniques are introduced for insuring that student needs are made

competencies stipulated in the project objectives. It is planned that each participant will spend one to two hours (for each module) interacting with highly motivational information passing presentations designed to provide him with this required information. The print format of the information passing component is designed to appeal to both inductive and deductive participant learning processes. Useful long-term resource materials and references are automatically provided. The success of information passing segments are not dependent upon maintaining a group environment.

6.2 Task Familiarization/Orientation Component

Once the participant has interacted with the information and resources provided in the Information Passing Component he is adequately prepared to spend two to three hours in the task formulation/orientation component of the module. This component causes the participant to assess specific problem situations and to make an initial, independent attempt to synthesize the previously derived information. This is accomplished in the context of exercises, tasks and problems which are included in this component. The exercises, tasks

to positively impact curriculum development including such factors as: performance objectives, lesson plans, demonstrations, and testing.

MODULE 3: CAREER EDUCATION OPPORTUNITIES FOR THE HANDICAPPED

<u>DESCRIPTIVE OBJECTIVE:</u> To upgrade teacher and counselor skills to modify vocational education programs so as to increase career education opportunities available to handicapped students who elect such programs.

<u>WORKSHOP DESCRIPTION:</u> Reviews the current state of knowledge concerning the capability of the handicapped student in the context of factors which influence vocational placement suitability and factors which impact the design of effective learning experiences. Techniques are developed to foster expanded career objectives for the handicapped student.

MODULE 4: IMPROVING SCHOOL/INDUSTRY ARTICULATION

<u>DESCRIPTIVE OBJECTIVE:</u> To upgrade teacher, counselor and administrator skills which serve to improve articulation

and problems encountered in the Task Familiarization/Orientation Component are appropriately individualized to allow each participant to apply the topical information to problems from his own realm of experience. Thus, the participant while engaged in this component does not require, and indeed may be impeded by, group interaction. This component also serves to prepare the participant for the (third) Interactive Workshop Component.

6.3 Interactive Workshop Component

The interactive workshop component is designed to provide in-depth subject matter penetration for participants who have been previously oriented and resourced as a result of Component 1 and 2. In addition to an in-depth critique of participant identification and analysis of problems and problem solutions, the opportunity is provided to effectively and efficiently interact with other participants to develop mutual understanding and practice of highly appropriate solution approaches. The workshop component of each training module is scheduled for completion in 4 hours and involves small group interactive learning processes including simulation, case study, task

between the vocational education delivery system and employers, to insure that employers have high confidence in the "products" of career and vocational education.

WORKSHOP DESCRIPTION: Primarily designed to improve participant skill in adequately representing and projecting vocational education to the hiring community. Review of industrial practices relative to hiring, determining entry level skills, and establishing mobility criteria (including promotion). The extent and purpose of formal in-plant training and OJT. Techniques of involving the hiring sector in gaining favorable consensus of vocational education training objectives.

MODULE 5: CAREER OPPORTUNITIES FOR THE DISADVANTAGED

DESCRIPTIVE OBJECTIVES: To improve teacher, counselor and administrator skills in appropriate modification of vocational education delivery so as to serve the needs of the disadvantaged student.

WORKSHOP DESCRIPTION: Review of techniques of student capability

completion, problem identification and small group discussion.

This component of the training module also provides a close tutorial diagnostic activity to closely monitor participant learning. This monitoring activity begins at the start of the workshop with a debrief and review of participant pre-session work in component 2, Task Formulation/Orientation, and continues until workshop conclusion.

Participant Orientation

Prior to the delivery of the selected training modules, a three-hour participant orientation session is conducted as described in Activity 3. Supporting materials are developed to meet the objectives of this pre-program session, as described.

Key Administrators Workshops

In addition to the seven modules and orientation session of the primary workshop activity, two additional workshops for key administrators are planned. One of these workshops occurs prior to the primary training program and serves to foster district "top level" support for participant involvement. In addition, information resources will be developed together with small-group exercises

profile analysis. Techniques of instructional program individualization are developed as a proven effective means of circumventing barriers to successful learning. Techniques for expanding the use of work-experience approaches to provide occupational preparation for the disadvantaged student.

MODULE 6: MAXIMIZING PROGRAM ARTICULATION

DESCRIPTIVE OBJECTIVES: To provide incentives among teachers, counselors and administrators for improving information dissemination and articulation leading to the improved regional delivery of vocational education, thereby insuring more effective and uniform achievement of career and vocational education program goals and objectives.

WORKSHOP DESCRIPTION: Techniques of goal-setting and delivery system analysis for the development of uniform vocational program goals and objectives. Program response to follow-up studies indicating IN/OUT student migration patterns. Techniques of fostering realistic expectations and enthusiastic support for vocational education from students,

to foster the understanding of the vital role played by the existing vocational education delivery system and the critical importance of continuing professional staff development to the effective operation of this system.

The second administrators workshop, at the conclusion of the primary training activity, is designed to provide key district decision makers with specific knowledge and skills to allow them to make effective and significant use of the increased capability represented among the participant group. Topical areas will include program results, organizational management for new and/or special projects, fostering an encouraging environment for program and curricular change, and fostering a positive environment for increased accountability. In addition, availability of the learning packages at cost from the project director, is communicated to administrators in order that they may be made aware of the long-term resource capability that has been provided for their staffs.

parents, and community

MODULE 7: FORMULATING PROGRAM OBJECTIVES
DESCRIPTIVE OBJECTIVES: To upgrade teacher skills in specifying appropriate learner performance objectives, and further, to cause the setting of such objectives to positively impact the curriculum design so as to insure that students receive relevant instruction. WORKSHOP DESCRIPTION: The establishment of learner performance objectives with emphasis on what to do with them once they are set. Application to: competency based testing, lesson planning, graded difficulty laboratory exercises, etc. The use of a coordinated instructional approach and validation testing to determine acceptable criterion levels of performance.

ACITIVITY 7 - Conduct Training Program
(Percent of Total Project Effort = 70)

Upon completion of training materials development, participant recruitment/selection and orientation, baseline testing, and finalization of logistics, facilities, and arrangements, primary training conduct begins. Training activities will be conducted at 10 locations during the period of 1973 through 1973 and at the remaining 9 locations during the period of 1973 until 1974.

Training activities consist of one program for teachers, counselors, work-experience and cooperative education personnel, administrators and related personnel and a second, related program for key district decision makers. The former program begins with a three-hour training program orientation session followed by six four-hour workshop sessions. Each of the six workshop sessions is preceded by participant exposure to an individualized learning package of training materials. This demonstratedly effective training delivery approach is highly cost-effective. The learning package serves to provide information necessary for meeting training requirements through innovative, motivational presentation formats. Additionally, these learning packages are designed to properly orient participants to the workshop activity by providing practice exercises which reinforce understanding of the information passed and enable practice in associated skill development.

The learning package is designed to motivate, prepare and orient the participant for making effective use of his time in the workshop. Workshop activities take place in the context of small work groups led by expert trainers who facilitate learning through the use of participant expertise and experience to identify problems and reach solutions. Reliable process techniques demonstrated to be effective in the solution of problems impacting vocational education delivery are explained and practiced. These techniques, as opposed to formal lecturing, have been demonstrated to foster positive behavioral change because they permit experience in application rather than the mere provision of information.

The workshops are provided through one of basically three delivery models at the option of each consortium member.

a. At 11 of the 19 locations participants will receive the first workshop in the morning and the second workshop that afternoon. The third and fourth workshops will be conducted at the same time approximately one month later. The final two workshops will follow on a day about one month later.

b. At 4 of the 19 locations participants have elected to receive the first workshop in the afternoon and the second workshop that evening. The third and fourth as well as the fifth and sixth workshops will follow the same time schedule respectively, approximately one and

two months later.

c. At the remaining __4__ locations participants have elected to receive the first workshop in the late afternoon or evening followed the next day at the same time by the second workshop. At one- and two-month intervals the third and fourth and fifth and sixth workshops, respectively, will be conducted.

These alternative delivery models have been devised to meet differing local district needs related to the availability of substitutes and participant commitments and motivations.

Two workshops for key district decision-makers are also planned. The first workshop of three hours duration, provided in each of the 19 locations prior to training of teachers and counselors, serves to identify specific local issues, examine the area delivery system for vocational education and inform such decision-makers of the purpose and objectives of the training project as well as the skills to be obtained by personnel as a result of the training.

The second three-hour workshop for key district decision-makers is conducted at the conclusion of the teacher-counselor workshops and serves to provide to such decision-makers clear visibility of the changes to vocational education delivery in their area that teachers and counselors are skilled and prepared to provide.

Monthly newsletters provided to all participants during the course of training activities serve to maintain motivation and interest while simultaneously providing important reinforcement and follow-up information useful for successful meeting training objectives.

ACTIVITY 8 - Submit Final Report
(Percent of Total Project Effort = __1__)

Upon the conclusion of all project activities a final report is prepared. This final report provides for the documentation of all project activities and the dissemination of results of the independent, third-party evaluation. This report serves to identify the extent to which the project objectives have been met and also provides diagnostic information useful for the conduct of future inservice training activities.

ATTACHMENT V

OVERVIEW

The ____________ designs, develops and conducts professional development and applied research programs. Representative clients include local, state and national agencies and organizations—in both the private and the public sectors. In assisting a client to identify and secure appropriate program funding, to document the need for a program, and to develop a workable program solution approach, The Center will work extensively on a no-cost, shared risk basis.

The ____________ has already provided more than 12,000 participant days of inservice training in more than fifty separate programs. The professional staffs participating in these programs have included local, state, and federal agency and government personnel; educators at all levels, as well as private industry management personnel. Most participants in these programs have earned advanced academic credit at leading colleges and universities by their participation.

Applied research programs, including those emphasizing evaluation, are a significant part of __________'s activity. Some programs place needed and vital information into the hands of key decision makers. Other research programs create workable solutions to critical problems arising in education delivery, manpower utilization, information dissemination and decision making.

To guide the development of new programs, __________ conducts extensive on-going need analyses. Currently, __________ is engaged in studies of manpower utilization, public education delivery, municipal and state government, health services and criminal justice. These studies are serving to identify changing priorities of local, state, and federal communities. They are now guiding the formulation of new programs which will effectively meet these high priority needs, through either a professional development approach or a basic restructuring of existing procedures and delivery systems.

SERVICES

Problems which arise in trying to meet society's increasing need and demand for such services as education, municipal government, etc., are ongoing and dynamic. Organizations committed to the "delivery" of such services find that effective organizational response must involve timely change. ____________________ assists organizations to effect such needed change by formulating and implementing effective training or research programs.

__________ programs currently serve the needs of federal, state, county and local agencies, colleges and public school district, and private business organizations. Often __________ is engaged directly by an organization in order to extend its own staff capabilities. More often, however, a client organization will engage services on behalf of another or several other organizations within the client's jurisdiction. This latter pattern is particularly effective in providing uniform support across several agencies. In any case, needed program responses either will or will not be adequately supported by some existing technology. In the former case, a professional development program is often indicated. In the latter case, research is usually required before needed changes can occur. Major __________ efforts can be described in terms of these two kinds of programs:

PROFESSIONAL DEVELOPMENT PROGRAMS. . . . . improve the client's or the sub-agency's capability by upgrading professional staff skills. Such programs seek to modify participant behavior, knowledge level, or attitudes.

APPLIED RESEARCH PROGRAMS. . . . . prepare the client organization to design and plan responsive improvements. Research programs collect and interpret data (evaluative studies), test feasibility of proposed approaches (feasibility studies), and design optimum systems and procedures to meet stated objectives (planning studies).

__________ has a recognized capability for planning and implementing effective:

- Program Planning Studies
- Feasibility Studies
- Technical Studies
- Technical Resource Identification/Selection
- Inservice Training (Including Train-The-Trainer)
- Program Evaluation
- Training Material Development
- Media Methods - Design and Selection
- Instructional Television Programming

CONTRACTUAL APPROACH

To identify and secure appropriate funding, __________ works extensively on a no-cost, shared risk basis with a prospective client.

__________ then enters into prime or subcontract agreements with the client organization. Under such agreements, a fixed fee is earned in return for satisfactory accomplishment of the prescribed scope of work.

__________ is experiencing increased demand for its program services. This demand arises from two areas:

- former client organizations, funding agencies, and individual program participants who have additional need for program assistance, and

- organizations and agencies identified by on-going studies as having priority need for specific program assistance.

Individual organizations, agencies, and jurisdictions often lack adequate local funds to meet their real needs for program support. In addition, they may have difficulty in justifying and obtaining the necessary categorical funds even when eligible. By creative application of our system analysis approach, program development methods, and innovative contractual techniques, __________ can assist in forming a "consortium" of several client organizations with similar needs. This is often done for the sole purpose of conducting a single program. Such an increased program commitment and impact permits an extremely high level of support which can be maintained more economically than would otherwise be possible.

ORGANIZATIONAL CAPABILITIES

The effectiveness with which __________ programs assist a client organization is best measured in terms of:

- the management system which applies the resources and quality controls necessary to fully carry out program commitments

- the people who conceive and execute programs

The management system employed by __________ integrates the technical skills of its staff __________ with available resources within the client organization. __________ engages both full-time and consulting staff with expertise in analysis techniques, program development, conduct methods, and specific subject matter areas. __________'s staff brings required expertise, otherwise unavailable on a program basis, into collaboration with the client organization's own resources. This ensures that resulting programs are both practical and workable. Modern methods of cost control and manpower planning are an essential part of __________

______'s program planning approach. Carefully developed quality control procedures provide for the technical monitoring of programs. A series of checks and balances provides ______ program directors, managers, coordinators, and program staff with optimal latitude in exercising individual technical judgment.

OFFICERS OF THE CORPORATION

______ - President

______ founder of ______ provides extensive expertise in system analysis, program conceptualization, and program development. He has been successful in guiding a corporate development program which continues to attract top professional talent to the organization. ______ continues to actively assist prospective client organizations in formulating and articulating their requirements and to qualify needed programs for support under the auspices of entitlement or categorical funds. Prior to founding ______ was Assistant Professor at the University of California, Berkeley, during which time he was also honored by appointment to a Fulbright-Hays Lectureship in ______ In addition, ______ has managed the western division of a public corporation working primarily in the areas of behavioral science research, national defense, and manpower utilization.

______ - Executive Vice President

As General Manager of the Corporation ______ directly influences the planning and implementation of all ______'s programs. His background in research management and education administration provides vital resource expertise to a majority of the programs. ______'s extensive experience in the fields of career guidance and personnel services is proving of fundamental value in several new programs being developed for institutions of higher education. He has been instrumental in the development of program management and product quality control systems which have encouraged the sustained and viable growth of ______ ______ has previously been ______ an Assistant Professor ______ ______ at the University of Southern California.

______ - Vice President

Formerly Chairman of the Department of Management at ______ State College, ______ is Technical Director of ______ ______'s extensive background in program evaluation and management, business administration, and finance has significantly shaped and

influenced the procedures which successfully implement programs on behalf of client organizations. He has been successful in the application of process analysis techniques to new and highly effective programs dealing with public administration in the municipal government sector. ______ continues to be active in graduate level training and higher education.

______ - Vice President

Mr.______ serves as Director of Public Relations for ______. As such he brings to bear an extensive background in personnel administration, industrial relations, and public service. His responsibilities include the full spectrum of communications between ______ and its client organizations. Mr.______ has established innovative and highly effective programs for professional staff development which have fostered integration of resource skills in facilitation, ______ program development, coordination, and evaluation. He has pioneered programs which foster the application of diverse process technologies in such areas as special education and cooperative education. Previously, Mr.______ served in management and administration for several national firms. Recently he concluded a variety of consulting services in the personnel and industrial relations fields.

THE TECHNICAL STAFF

As a group and on an individual basis, the qualifications of ______ technical staff are impressive. Of the many thousands of technical employee staff days logged per year, over 80 percent are by individuals who have earned the Doctorate or Masters degree. A like percentage of technical staff employees have successful backgrounds in both private industry and teaching at higher education levels. The academic fields of specialization among the technical staff are divided evenly between system sciences, social sciences, and education.

During program development and conduct, ______ is able to draw effectively upon this staff diversity and talent. Additionally, ______ draws upon a pool of professional consultants during the course of specific programs. This group is carefully selected from among those possessing outstanding qualifications for effective program work. ______ takes a great deal of pride in the caliber of its consultants and in the rigorous management procedure followed in effectively employing this resource potential.

________________ employee staff brings a wealth of process expertise to bear on its programs. Specifically, staff experiences include the design or conduct of programs involving:

- community action
- career guidance systems
- improvement of employment opportunities for the handicapped
- improvement of interpersonal relations and communication
- improvement of opportunities for minority students in cooperative work-experience programs; fostering of higher job placement success among minority groups
- improvement of acquisition and interpretation of data used by decision makers
- organizational effectiveness evaluations; studies leading to the restructure of organizational units
- a statewide model of vocational education delivery adopted as the required district planning disclosure format for all secondary and community college districts
- staffing patterns and procedures
- project management training for key educational decision makers
- improvement of the administrative management skills of higher education personnel; project management training for key educational decision makers
- research on the effectiveness and responsiveness of educational programs for the handicapped
- training of participants to commercially prepare programmed instructions
- evaluative analysis of individual components of an educational delivery system
- increase of articulation between secondary and community college education agencies
- fostering of more responsive urban governments

PROGRAM DEVELOPMENT

A basic organizational problem is typically realized through the problem's impact, not its components. Therefore, the first step in ________________________'s program development approach is to conduct an analysis, to give needed visibility to the components of the problem. A succeeding series of program development steps leads to the specification of procedures to resolve the problem.

The program development approach typically begins long before the establishment of a formal contractual arrangement; substantial program development is the bulwark of an effective project application or proposal.

The program development approach provides for:

- specification of the unmet need
- determination, in measurable terms, of intermediate and overall program objectives
- analysis of the organizational setting within which the planned program will have impact
- analysis to find applicable technology, to avoid rediscovery
- specification of those procedures which provide maximum assurance that the program objectives will be met
- completion of a program plan which includes performance and cost schedules, manpower allocation and logistical arrangements

If state-of-the-art technology will fully support solving the problem, it usually proves most effective to share that technology with the individuals within the organization who are in a position to implement change. In such a case, the program development approach would lead to a PROFESSIONAL DEVELOPMENT PROGRAM.

Alternatively, if the state-of-the-art technology is insufficient to totally resolve the problem, there is a need for additional knowledge or information as a preliminary step in effecting the needed change. Thus, the program development approach would lead to an APPLIED RESEARCH PROGRAM.

PROFESSIONAL DEVELOPMENT PROGRAMS

Professional development programs improve the client organization's responsiveness and effectiveness by upgrading the professional skills of central or sub-agent staff. Programs use a coordinated instructional systems approach, with measureable performance objectives, to modify behavior, knowledge level, or attitudes. The entering expertise of the participant is identified and utilized in a structured program of individual and group accomplishment.

In the program development phase, training needs are identified. These needs, together with program constraints and participant characteristics, serve to dictate the development and/or selection of appropriate materials and presentation means. To successfully accomplish this requires

continuous attention to detail. On every program of ________________,
this attention begins with a preliminary search of contemporary works to avoid rediscovery of an already existing technology. A reference and periodical library is maintained in the corporate office in ________________ California. Additionally, staff are kept up-to-date and aware of new developments in professional program development through in-house seminars which often involve invited resource persons. ________ uses its diversified consulting faculty to apply highly unique skills as dictated by specific program needs.

________________ supports its clients' professional development programs with extensive program materials. These are always of reference quality and are typically designed to serve as a continuing resource for participants.

Using state-of-the-art techniques and the diverse resources of the development staff, training sessions are designed which insure the participant's positive interaction with the chosen technical material. This is typically done through small group workshop sessions. However, each program has different training requirements and a variety of innovative techniques are used as required. These techniques include formal presentation, small and large group discussion or critique, multimedia instruction, structured problem solving, role playing exercises, and simulation methods. In addition to workshops, professional programs may take the form of pre-service or train-the-trainer activity, self-instructional material or prepared audio-tutorial presentation packages.

________________ does not maintain instructional facilities or extensive commitment to instructional hardware. Conduct of professional development programs typically takes place at or near the client organization's facilities.

Adhering to the philosophy that to create dependency is not training, ________________ finds it desirable to create a mechanism through which the client organization can continue to conduct a professional development program once ________ has provided the needed initial assistance. Individuals selected by the client organization may be trained by ________________ staff to replicate all or part of the program as required.

Follow-up training allows participants to focus attention on the reinforcement of methods and techniques which are proving most effective. This training is often provided subsequent to the workshop, to further assure the achievement of specified behavioral change.

Final reports and evaluation results, which synthesize and document valuable contributions to the state-of-the-art, are carefully detailed by________________ . ____________retains excellent resources for conducting evaluations of professional development programs. Additionally, __________maintains a full-time editorial staff which works with the program development and conduct staff to provide consistent and effective report disclosures.

EXEMPLARY PROGRAMS

The following synopses of current ____________ professional development programs are by no means exhaustive. They are, however, descriptive of the breadth and diversity of programs____which ____provide assistance to client organizations.

STATE DIRECTORS OF VOCATIONAL EDUCATION AND THE DESIGN OF A MANAGEMENT INFORMATION SYSTEM

The Problem. State Departments of Education seek improved systems of data and information to assist in the optimum management of fiscal and educational manpower resources, to meeting the public's need for effective educational programs.

The Program. An intensive workshop series for State Directors of Vocational Education, State Board Chairmen, and key administrative staff from more than 45 states. Held to identify requirements for and to conduct, design, and plan implementation of a management information system to meet the unique needs of each participating state.

FOSTERING EFFECTIVE MUNICIPAL GOVERNMENT

The Problem. City managers and staffs of small to medium-sized city governments find that difficult crisis management situations are becoming the rule rather than the exception.

The Program. A series of interactive workshops, involving a large consortium of urban cities, responding to the need for more effective management practices. Brings top municipal decision makers and their key staffs together in a structured situation to evaluate specific decision-making and personnel administration techniques. Creative use is made of instructional television.

ADVANCING COMMUNITY COLLEGE ADMINISTRATIVE RESOURCES

The Problem. Community colleges face the dilema of becoming more eligible for state and federal assistance to meet special student needs, but increasingly finding these funds unavailable in a practical sense because they lack specific programs and qualified resource personnel.

The Program. A series of several intensive training programs, serving the western states under various sponsorship. Individual programs include qualified campus resource persons involved in financial aid administration, special program development, coordination in support of handicapped students, and individualized instructional programs for low income and minority students.

STRENGTHENING ARTICULATION BETWEEN COMMUNITY JUNIOR COLLEGES AND FEEDER HIGH SCHOOLS

The Problem. Community colleges experience increasing difficulty in developing curricula and guidance processes which respond uniformly to the needs of a widely divergent student input mix from feeder high schools.

The Program. A statewide program providing more than 4,000 participant days of training to secondary school and community college vocational education teachers, counselors, and administrators. Program topics include vocational education delivery system analysis, task analysis and job performance analysis, student capability assessment, deriving training requirements and objectives, instructional program design, determining entry level requirements, creating placement opportunities, expanding student career horizons, and effective follow-up techniques.

LOCAL EDUCATION AGENCY PROGRAM PLANNING

The Problem. Local education agencies (LEA s) require increasing administrative and managerial assistance in meeting requirements of entitlement support, accountability, categorical funds solicitation, and intermediate and long-range planning.

The Program. A series of statewide programs for state department of education and regional educational personnel, consultants, and resource specialists,under various sponsorship. Topics include analysis of the delivery system, effective resource and manpower utilization, project and district planning techniques, evaluation, and program management.

THE PREPARATION OF PROCEDURALIZED INSTRUCTIONS

The Problem. Personnel who operate and maintain equipment have difficulty in using manufacturer-supplied technical information. The result is often needless repair, equipment damage, or prolonged down-time.

The Program. An intensive training program for both writers of technical publications and training personnel from commercial airlines, aerospace equipment suppliers, and training organizations, on use of job and task analysis and the development of proceduralized instructions. Specific applications include training materials, complex equipment operations and maintenance.

THE EMERGING ROLE OF COMMUNITY, JUNIOR COLLEGE, AND SECONDARY DISTRICT VOCATIONAL EDUCATORS AS PROJECT MANAGERS

The Problem. Top educational administrators are increasingly called upon to act as project managers, a position for which there typically is inadequate skill preparation.

The Program. A statewide program for education deans and directors from community junior college and secondary districts. Employs a multimedia case study method to treat such topics as crash program management, assessing data adequacy, forecasting, etc. Participants learn how to use workshop materials, including additional multimedia packages, to conduct programs for local staffs.

APPLIED RESEARCH PROGRAMS

Applied research programs make creative use of existing research findings through ongoing investigations of contemporary knowledge and results, and through application of these findings to needs for new information, interpretation, and procedures. This approach often involves adapting and using findings from several disciplines or fields. A reference and periodical library is maintained in the corporate office in California. Additionally, staff members are kept up-to-date and aware of new developments in applied research and evaluation through in-house seminars which often involve invited resource persons. uses its diversified consulting faculty to apply highly unique skills as indicated by specific needs.

On the basis of the program development phase, a research program's testing hypotheses are developed. A research design is then constructed to indicate the nature and quantity of data, as well as the type of research techniques applicable (historical, descriptive, analytical, experimental, or predictive). From this experimental design, researchers develop the data collection procedures which lend themselves best to the study. During actual data collection, initial hypotheses are constantly tested against findings. Analysis methods may involve manual or computer-based processing, as dictated by consideration of data volume and processing complexity. The conclusions of a research program may take the form of factual data, advisable courses of action, or recommendations which indicate the need for new systems and procedures.

____________ evaluation programs serve to identify and document the effectiveness with which systems, procedures, or programs respond to stated needs. Evaluation program designs, like all other applied research designs, are based upon the program development phase. The documentation of ____________ applied research programs includes description and citation of factual data, discussion of implications drawn from the data, and possible recommendations indicating the need for new systems, procedures and their anticipated impact. __________ maintains a full-time editorial staff which works with the staff in order to provide an effective final report format.

A CASE STUDY

A SIGNIFICANT RESEARCH PROGRAM UNDERTAKEN BY

Public and private vocational education and manpower training programs make it possible for any person to prepare for entry into the world of work. To provide trainees with this preparation, career educators use several approaches. One of the most promising and popular of these approaches is work experience education, which combines a trainee's regular classroom and laboratory activities with actual on-the-job learning experiences.

To gain the full benefit of the work-experience approach, the trainee must perform actual job duties and tasks. However, this poses a problem since the trainee is, admittedly, unskilled at this stage of his occupational training. Job supervisors are often reluctant to allow the trainee to fully engage in the tasks and duties of the assigned job, particularly in jobs requiring complex skills.

Recognizing this problem, a major agency engaged ________________ to conduct a research program to strengthen such career programs.

Previous research evidence has shown that when using simplified step-by-step, written and illustrated instructions on-the-job, _____ an __________ inexperienced person can in certain cases perform better than someone highly skilled in the job procedure. This evidence suggested that introducing a "job guide" approach to work experience education programs could be highly effective in increasing the training opportunity.

The research program, testing this job guide approach, involved the separate consideration of:

- selection of jobs for trainees
- specific job guides for specific sites
- selection of trainees for assignment to each job, one using a job guide, one not using it
- collection and analysis of data to evaluate the impact of the job guide approach

RESEARCH PROGRAM OBJECTIVES

This research program had the objectives of assessing the impact of job guides on:

- the <u>variety</u> of jobs for assignment to trainees
- the <u>variety</u> of trainees who may benefit from a work experience approach
- the <u>range</u> of job demands with which a work experience education trainee may deal
- the <u>level</u> of community support and commitment for career education

POTENTIAL IMPACT OF THIS RESEARCH PROGRAM

It was possible to foresee several areas of local, state and national concern which may be impacted by the results obtained here. Specific applications of these results are possible in connection with programs to:

- increase the effectiveness of manpower systems
- increase worker mobility in times of widespread job displacement
- decrease the demand for a highly skilled work force
- decrease the number of unemployed and unemployable persons
- increase the available manpower pool from which an employer may draw in meeting employer commitments
- increase the educational opportunities for all trainees

WHERE TO START: JOBS

The allied health occupations provide a virtually unlimited variety of jobs having relatively "higher skill" requirements. For this reason,

sponsorship of jobs in these occupations was sought for test consideration.

________________ researchers immediately began analyses to select specific jobs for the testing program. To ensure that resulting trainee job experiences would be sufficiently challenging, jobs were selected from among those which trainees might later seek when looking for actual employment; jobs which provide an opportunity to advancement into higher positions.

More than 95 different departments and 900 job operations were studied. The selected jobs were then subjected to further analyses to identify specific job performance requirements, job procedure, environment, etc. The jobs selected for testing involved the following departments:

- Central supply
- Medical laboratory
- Medical records
- Orthodontic laboratory
- Physical therapy
- Radiology

It was determined that none of these jobs had ever been performed in connection with any work experience education program in the test area.

DEVELOPING JOB GUIDES FOR TESTING

________________ has extensive knowledge and experience in the development of proceduralized and programmed instructional materials, including the development of job guides. An extensive amount of theory derived from the fields of psychology and behavioral science underlies the design and development of the job guide format. Based upon this expertise, __________ created a specific job guide format for this project which combined text and illustrations to convey the information needed to perform a job. The entire set of job guides were written at The Eckman Center. Prior to their use, trained employees verified accuracy during actual use.

Actual job guides are illustrated here. In operation, the trainee follows the job guide to do a specific task. The job guide is designed so that the user is not asked to make independent decisions on what should be done next. This allows, for example, a trainee who has no understanding of photographic principles to develop X-ray film.

In developing the job guides for this project, it was necessary to first develop a standard vocabulary. All words and phrases used on-the-job were identified. Different words were never used to convey the same meaning. For each job it was necessary to use precise wordings to convey information to the trainee.

A PRESENTATION KIT

______ has developed an audio-visual presentation kit in response to growing demand for information about the 12 Function Vocational Education Delivery System Model. The multimedia material in this kit offers an understandable and clear explanation of the 12 function delivery system concept, and is designed for use in presentations to state department staffs, district staffs, local boards, advisory committees, industrial and business groups, service organizations, and community agencies.

In addition, the kit is designed to properly orient new and existing staff in vocational education, and to encourage their active participation in vocational education program planning. The kit was produced in close coordination with leading authorities in vocational education.

The 12 function vocational education delivery system is a precise description of how vocational education happens today at the local level. It provides education planners with a framework to develop future plans and has proven extremely useful to local boards, administrators, counselors and instructional staffs. The 12 function model is fully compatible with existing planning techniques such as Program Planning and Budgeting Systems (PPBS), goals and objectives, evaluation and accountability.

The 12 function vocational education delivery system approach has been used as a basic element of district and state plans which respond to Vocational Education Act (VEA) entitlement requirements.